DOCUMENT RESUME

ED 176 036 CE 021 636

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TITLE Occupational Home Economics for Students with Special Needs. Housekeeping and Food Service. Research Series No. 59.
INSTITUTION North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE May 79
NOTE 267p.; Some parts of this document will not reproduce well due to weak print

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS Educational Objectives; Food Handling Facilities; *Food Service; Food Service Industry; *Foods Instruction; Grade 11; Grade 12; *Homemaking Skills; Hotels; *Learning Activities; Maids; *Occupational Home Economics; Performance Based Education; Safety; Secondary Schools; Service Education; Service Occupations; *Special Education; Work Simplification

ABSTRACT

Designed for grades 11 and 12 special need students, this curriculum guide attempts to provide the EMH student with basic knowledge of housekeeping and food service before being placed on a job. Following lists of suggestions to the teacher and unit objectives, units are included on the following topics for housekeeping: (1) housekeeping assistant; (2) equipment both manually and electrically operated; (3) cleaning supplies; (4) cleaning bedrooms, bathrooms, living and dining areas, and kitchens; (5) general cleaning such as waxing, furniture care, windows, dusting and washing walls and ceilings; (6) laundry; (7) safety; (8) work simplification; (9) motel-hotel housekeeping assistant, encompassing dress, supply cart, room check sheet, entering a room, and following a routine. The food service section also includes a list of unit objectives and the following units: the food service industry and positions, human relations, kitchen and measuring equipment, recipes, safety and sanitation, waiting on and setting tables, bussing, baker's helper, beverage and salad preparation, sandwich making, and dishwashing. Each unit contains explanatory text, suggested activities, and worksheets. Among the activities included are games, field trips, demonstrations by the students or the teacher of the tasks explained in the text, and audiovisual presentations. The appendixes contain samples of a training agreement, employee evaluation report forms, a teacher-coordinator evaluation form, and a list of references. (ELG)

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CURRICULUM DEVELOPMENT PROJECT No. 59

OCCUPATIONAL HOME ECONOMICS FOR STUDENTS WITH SPECIAL NEEDS

HOUSEKEEPING AND FOOD SERVICE

MATERIALS DEVELOPED BY
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MAY, 1979

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The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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ABSTRACT

A LARGE PERCENTAGE OF JOB PLACEMENTS FOR SPECIAL NEEDS STUDENTS ARE IN THE AREA OF HOUSEKEEPING (DOMESTIC-COMMERCIAL) AND FOOD SERVICE. FAILURE ON THESE JOB PLACEMENTS ARE ATTRIBUTED TO THE FACT THAT THE SPECIAL NEEDS STUDENTS ARE NOT ALWAYS BEING PROVIDED WITH THE NECESSARY TEACHING TECHNIQUES TO DEVELOP SKILLS IN HOUSEKEEPING AND FOOD SERVICE BEFORE PLACEMENT.

THE BASIC INTENT OF THIS GUIDE IS TO PROVIDE THE EMH STUDENT WITH THE BASIC KNOWLEDGE OF HOUSEKEEPING AND FOOD SERVICE BEFORE BEING PLACED ON A COMPETITIVE JOB. BY RECEIVING INTENSE TRAINING IN THE TWO INSTRUCTIONAL AREAS, THE STUDENTS SHOULD HAVE ACQUIRED ENOUGH KNOWLEDGE TO COMPETE COMPETITIVELY IN THE LABOR MARKET.

THE CURRICULUM GUIDE IS DESIGNED FOR THE 11 AND 12 GRADE SPECIAL NEED STUDENT. THE GUIDE IS INTENDED TO PROVIDE MATERIAL TO BE USED BY THE TEACHER AND STUDENT IN MOST TEACHING SITUATIONS. BUT, SOME AREAS OF THE GUIDE MIGHT REQUIRE ALTERATIONS DEPENDING UPON THE LOCATION WHERE IT IS TO BE UTILIZED.

THE STUDENT AND INSTRUCTOR'S MATERIALS IN THE COURSE OUTLINE ARE DESIGNED TO GIVE AN INCREASED UNDERSTANDING OF THE TASKS THEY WILL PERFORM ON THE JOB. THE COURSE OUTLINE WILL ALSO INCLUDE INSTRUCTIONS CONCERNING ACTUAL ON-THE-JOB TRAINING WHICH IS A CULMINATIVE ACTIVITY AND THE BEST LEARNING SITUATION.

HOUSEKEEPING ASSISTANT

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Acknowledgements

This curriculum guide was prepared for all special needs students and instructors who will be working in the area of Special Needs Occupational Home Economics.

Through the combined efforts of many individuals, the project has become a reality. The people responsible for it's development are namely:

Glinda Crawford - Teacher educator, University or North Dakota, Grand Forks, North Dakota

Karen Botine - Home Economics Specialist, State Vocational Education Department, Bismarck, North Dakota

Janet Neuenschwander, Jeri Grant, Dorothy Klitzke, Cheryl Stenehjem, And LaDonna Elhardt - Magic City Campus Home Economics Department, Minot, North Dakota

Ralph Charley - Ward County Special Education Director, Minot, North Dakota

Ron Holden and Staff - Holiday Inn, Minot, North Dakota

SUGGESTIONS TO TEACHER

1. STUDENTS WORK BETTER IN PAIRS WHILE DOING SPECIFIC ASSIGNMENTS THAN WHEN WORKING ALONE.
2. THE TEACHER MAY USE PRODUCT NAMES AS EXAMPLES.
3. STUDENT LEARNING IS IMPROVED WHEN APPLICATION DIRECTLY FOLLOWS INSTRUCTIONS.
4. EACH STUDENT SHOULD KEEP FILES OF ALL ACTIVITIES DONE IN CLASS FOR FUTURE REFERENCE.
5. THE STUDENTS' ATTENTION IS BETTER IF MULTIPLE MEDIA APPROACH IS USED WHILE TEACHING A SPECIFIC TASK.
6. AN EVALUATION CHECK LIST OF ALL ACTIVITIES SHOWS STUDENT STRENGTHS AND WEAKNESSES.
7. SUPPLIMENTAL AREAS SUCH AS JOB APPLICATION, GROOMING, ETC., HELPS THE STUDENT BETTER PREPARE FOR THE WORLD OF WORK.
8. A CONTRACT WRITTEN FOR DOMESTIC HOUSEKEEPING HELPS TO CLARIFY RESPONSIBILITIES OF STUDENT AND HOME OWNER.
9. TEACH SMALL SEGMENTS OF THE UNIT WITH CONTINUED REPETITION.
10. THE USE OF JOB STATIONS AT LOCAL HOTELS AND MOTELS FOR ON-THE-JOB TRAINING EXPOSES THE STUDENT TO THE REAL JOB SITUATION.
11. THE TEACHER SHOULD USE OUTSIDE RESOURCES AS WELL AS IN-SCHOOL CUSTODIAL HELP TO REINFORCE TASKS THAT HAVE BEEN TAUGHT.
12. FIELD TRIPS TO APPROPRIATE FACILITIES TO WATCH DEMONSTRATIONS HELP THE STUDENTS TAKE INTEREST IN THE ACTIVITIES.

13. A TWO HOUR BLOCK IS RECOMMENDED FOR ADEQUATE INSTRUCTION.
14. TRANSPORTATION OF SOME TYPE IS ESSENTIAL WHEN JOB STATIONS ARE USED.
15. UTILIZE THE SCHOOL'S FACILITIES AND EQUIPMENT SUCH AS RESTROOMS, PHYSICAL AREAS, RECEPTION AREAS, ETC.
16. OPTIMUM CLASS SIZE SHOULD BE EIGHT TO TEN STUDENTS.

UNIT OBJECTIVES

STUDENTS WILL BE ABLE TO:

1. FAMILIARIZE SELF WITH POLICIES AND RULES OF CONDUCT FOR EMPLOYEES IN HOUSEKEEPING MANAGEMENT.
2. EXERCISE PROPER SELECTION, USE, AND CARE OF CLEANING EQUIPMENT AND SUPPLIES.
3. MAKE A BED USING THE "ONCE AROUND BEDMAKING" TECHNIQUE.
4. CLEAN A CLOSET.
5. POLISH AND DUST FURNITURE.
6. VACUUM FURNITURE AND FLOORS.
7. CLEAN A BATHROOM'S TOILET, TUB AND SHOWER, SINK, MIRROR, AND WASTEBASKETS.
8. SWEEP, DUST MOP, WET MOP, REMOVE WAX, AND APPLY WAX TO FLOORS.
9. OPERATE AN AUTOMATIC DISHWASHER.
10. WASH DISHES BY HAND.
11. CLEAN A REFRIGERATOR, RANGE, AND OVEN.
12. WASH WINDOWS WITH SQUEEGEE OR A SPRAY CLEANER.
13. SORT, PRETREAT, WASH, DRY, FOLD, AND IRON CLOTHING.
14. OPERATE A WASHING MACHINE AND DRYER.
15. RECOGNIZE AND FOLLOW WORK SIMPLIFICATION RULES.
16. DEMONSTRATE THE STOCKING OF THE SUPPLY CART BASED ON A DAY'S NEEDS.
17. FOLLOW RECOMMENDED PROCEDURES FOR ENTERING AND LEAVING GUEST ROOMS.
18. CLEAN A GUEST ROOM.

HOUSEKEEPING ASSISTANT

WHAT IS A HOUSEKEEPING ASSISTANT?

A HOUSEKEEPING ASSISTANT WORKS IN A PRIVATE HOME, MOTEL, BUSINESS, HOSPITAL, OR NURSING HOME.

A HOUSEKEEPING ASSISTANT MUST BE:

1. DEPENDABLE
2. CLEAN
3. ABLE TO FOLLOW DIRECTIONS
4. IN GOOD HEALTH
5. ABLE TO DO THE TASKS
6. HONEST
7. WILLING TO WORK
8. ABLE TO GET ALONG WITH OTHERS

A HOUSEKEEPING ASSISTANT MUST BE RESPONSIBLE TO THEIR EMPLOYER.

SOME RESPONSIBILITIES ARE TO:

1. BE ON TIME
2. FOLLOW A TIME SCHEDULE
3. DO THE BEST YOU CAN
4. CALL AS SOON AS YOU KNOW YOU CANNOT MAKE IT TO WORK
5. ALWAYS BE COURTEOUS

DOMESTIC HOUSEKEEPER

WHAT IS A DOMESTIC HOUSEKEEPER?

A DOMESTIC HOUSEKEEPER CLEANS IN A PRIVATE HOME. THIS PERSON CLEANS CERTAIN AREAS OF THE HOME. SHE MUST CLEAN

TO SATISFY THE EMPLOYER. A DOMESTIC HOUSEKEEPER MUST USE THE RIGHT EQUIPMENT AND SUPPLIES. SHE MUST ALWAYS THINK ABOUT SAFETY WHEN CLEANING.

WHAT ARE THE TASKS (DUTIES) OF A DOMESTIC HOUSEKEEPER?

FLOORS - VACUUM, WAX, MOP, SWEEP, BUFF

WALLS - DUST, WASH

BEDROOM - FLOORS, MAKE BEDS, POLISH FURNITURE

BATHROOM - CLEAN FIXTURES, MIRRORS, FLOORS, DISINFECT

CARPETS - VACUUM, SHAMPOO

KITCHEN - CLEAN OVENS, REFRIGERATOR, CABINETS, FLOORS, WALLS, SMALL APPLIANCES, SINKS

LAUNDRY - WASH CLOTHES, DRY CLOTHES, TREAT STAINS, FOLD CLOTHES, IRON CLOTHES

FURNITURE - WAX, POLISH, DUST

RESPONSIBILITIES OF DOMESTIC HOUSEKEEPERS:

1. DOMESTIC HOUSEKEEPERS MUST KEEP ALL THINGS THEY HEAR AND SEE PRIVATE.
2. THEY MUST NOT READ EMPLOYERS MAIL, OPEN DRAWERS, OR GO THROUGH PERSONAL BELONGINGS.
3. THEY MUST LOCK DOORS WHEN LEAVING. THEY SHOULD NOT LET PEOPLE INTO THE HOUSE THEY DO NOT KNOW.
4. THEY MUST NEVER SAY WHERE THEIR EMPLOYER IS UNLESS TOLD TO DO SO BY THE EMPLOYER.
5. IF THEY DO NOT KNOW WHERE TO STORE SOMETHING, LEAVE IT OUT; SO EMPLOYER DOES NOT THINK IT IS MISSING.
6. THEY SHOULD NEVER TAKE THINGS FROM THE HOME. TO DO IS STEALING.
7. THEY SHOULD TALK TO THE EMPLOYER IF THINGS BOTHER THEM.

EQUIPMENT

THE CORRECT EQUIPMENT AND SUPPLIES WILL HELP THE HOUSE-KEEPERSDO THEIR JOB BETTER.

EQUIPMENT SHOULD BE KEPT CLEAN AND STORED IN A PLACE CLOSE TO WHERE YOU CLEAN. BRUSHES, DUST CLOTHS, SPONGES, AND CLEANING SOLUTIONS CAN BE STORED IN A BASKET OR ON A CART. THE CLEANING EQUIPMENT THEN CAN BE CARRIED FROM ROOM TO ROOM. THIS WILL SAVE ON TRIPS BACK TO THE STORAGE AREA.

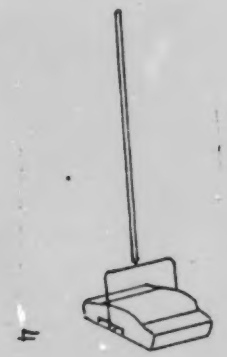
CLEANING EQUIPMENT THAT IS NEEDED

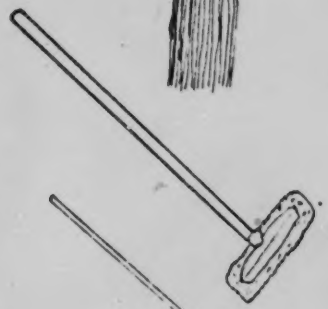
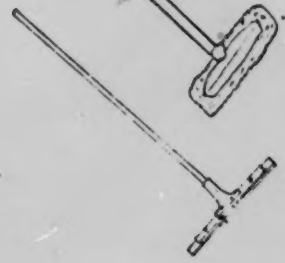
1. MOP - EITHER DUST, WET OR SPONGE
2. BROOM
3. BRUSHES - SCRUB BRUSHES, TOILET BOWL BRUSH
4. DUST CLOTHS
5. DUSTPAN
6. RUBBER GLOVES
7. PAIL
8. PAPER TOWELS
9. SPONGES
10. VACUUM CLEANER AND ATTACHMENTS

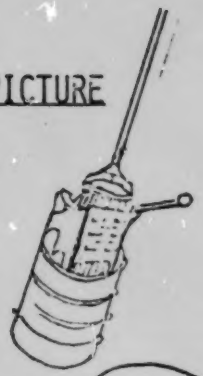
HELPFUL PIECES OF CLEANING EQUIPMENT

1. CARPET SWEEPER
2. FLOOR POLISHER
3. RUG SHAMPOOER

MANUALLY OPERATED EQUIPMENT

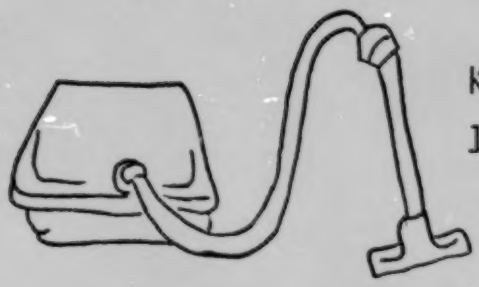
PICTURE	NAME	USE	CARE
	CARPET SWEEPER	REMOVES DIRT FROM CARPET OR FLOOR	EMPTY DUST PANS AFTER EACH USE. WIPE OFF DUST. REMOVE STRINGS AND LINT FROM BRUSHES.
	BROOMS (MADE OF PLASTIC STRAW OR NYLON)	SWEEPS TRASH AND DIRT	HANG, DO NOT STORE ON FIBERS. WASH IN WARM SOAPY WATER. RINSE AND HANG TO DRY. DO NOT USE WHEN WET.
	BRUSHES (VARIOUS SIZES AND SHAPES)	DUSTING OR SCRUBBING SURFACES	WASH IN WARM SOAPY WATER. RINSE LET DRY WITH BRISTLES STANDING UP. HANG TO STORE.

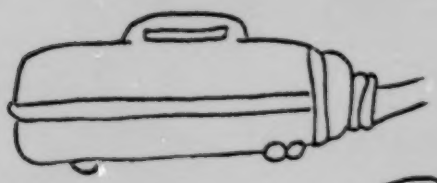
PICTURE	NAME	USE	CARE
	DUST PAN	PICKS UP DIRT AND TRASH	DO NOT BEND EDGES. WIPE CLEAN AFTER USE. HANG TO STORE.
	DUST MOP	USED TO SWEEP SMOOTH DRY FLOORS	SHAKE AFTER EACH USE. HANG TO STORE. WASH WHEN DIRTY.
	WET MOP	USED TO CLEAN FLOORS OR PICK UP SPILLS	CHANGE MOP WATER OFTEN. RINSE AFTER USE. HANG TO DRY. CUT OFF LOOSE STRINGS.
	SPONGE MOP	USED TO CLEAN FLOORS OR PICK UP SPILLS	RINSE IN CLEAN WATER AFTER USE. HANG TO DRY. CHANGE WHEN WORN.
	SQUEEGEE	REMOVES WATER FROM WINDOWS	RINSE BLADE IN CLEAR WATER AFTER USE. WIPE DRY. STORE WITH BLADE UP.

PICTURE	NAME	USE	CARE
	MOP BUCKETS AND WRINGERS	HOLDS MOP WATER AND REMOVES WATER FROM MOP HEAD	EMPTY, RINSE, WIPE DRY AFTER USE. KEEP WRINGER IN "RELEASE" POSITION.
	PAIL	HOLDS SOLUTIONS FOR WASHING OR RINSING	EMPTY, RINSE, WIPE DRY AFTER USE.
	CLEANING CLOTHS	WASHING OR DRYING SURFACES	RINSE OFTEN WHILE CLEANING. WRING OUT AFTER USE. CLEAN WHEN DIRTY.
	DUST CLOTHS AND POLISHING CLOTHS	DUSTING AND POLISHING FURNITURE	SHAKE AFTER USING. WASH IN HOT SOAPY WATER. RINSE TWO OR THREE TIMES. HANG TO DRY.
	SPONGES	CLEANING SMALL AREAS WITH WET SOLUTION	RINSE IN CLEAN WATER. SQUEEZE OUT WATER AFTER USE. DRY, STORE IN CLEAN, DRY PLACE.

PICTURE	NAME	USE	CARE
	TRASH CONTAINER	HOLDS TRASH	WASH WHEN NEEDED AND DRY. USE PLASTIC LINERS FOR MESSY TRASH. (SUCH AS KITCHEN)
	LADDER	REACHING HIGH PLACES	WIPE CLEAN. STORE WHERE IT WILL NOT FALL.

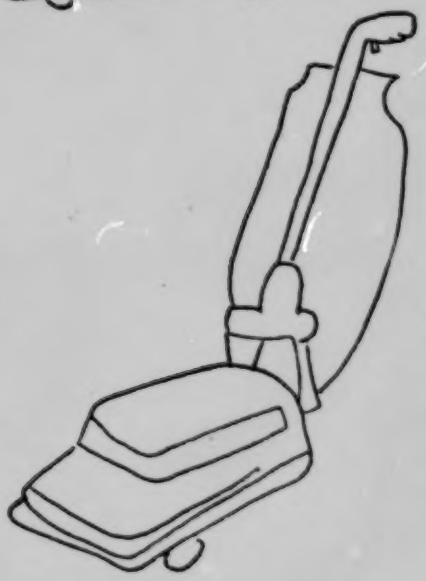
ELECTRICAL EQUIPMENT



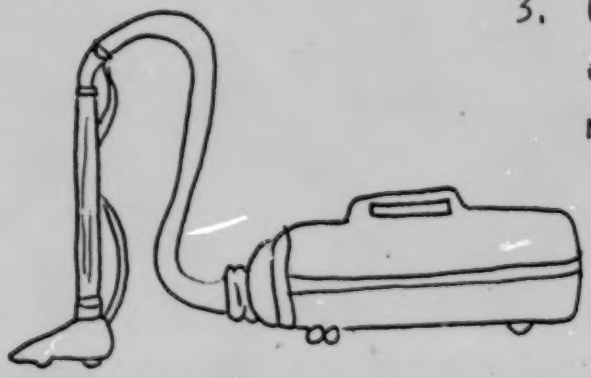


KINDS OF VACUUM CLEANERS

1. CANISTER OR TANK - SUCTION PULLS AT SURFACE. SUCTION CARRIES THE DUST INTO THE BAG.



2. UPRIGHT - AGITATION AND SUCTION LOOSENS THE DIRT FROM THE CARPET. THE AIR CARRIES DIRT INTO THE BAG.



3. COMBINATION - CANISTER TANK COMBINED WITH POWERED RUG NOZZLE WITH BEATER BARS.

VACUUM CLEANER ATTACHMENTS

RUG CLEANING TOOL - SHOULD SWIVEL TO CLEAN UNDER FURNITURE. HAS TRAILING BRUSH TO HELP PICK UP DIRT.

BARE FLOOR TOOL - EDGES WITH BRUSHES TO PICK UP SURFACE DIRT.

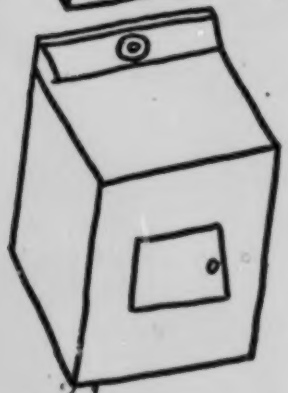
UPHOLSTERY TOOL - USED TO CLEAN FABRIC AND DRAPES.

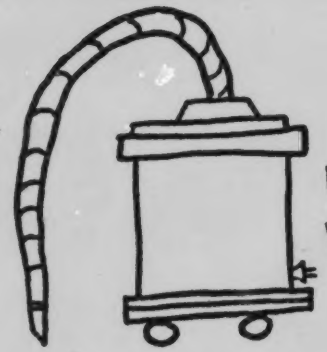
DUSTING BRUSH - USED ON FURNITURE THAT IS USUALLY CLEANED WITH A DUST CLOTH

CREVICE TOOL - SHAPED TO CLEAN HARD-TO-REACH SPOTS.

WANDS - CONNECTS HOSE OF CANISTER TO ATTACHMENTS. USED AS A HANDLE.

ELECTRICAL EQUIPMENT

PICTURE	NAME	USE	CARE
	IRON	SMOOTHS WRINKLES FROM FABRIC WITH HEAT AND STEAM.	HANDLE WITH CARE WHEN HOT. EMPTY OUT ALL WATER. STORE AFTER IRON IS COOL.
	WASHING MACHINE	USED TO WASH CLOTH ITEMS.	WIPE TUB AFTER EACH DAYS USE. WIPE AND DRY OUTER SURFACES. WIPE UP ALL SPILLS. FOLLOW MANUFACTURER'S DIRECTIONS FOR OPERATION AND CARE.
	DRYER	USED TO DRY CLOTH ITEMS.	CLEAN LINT TRAP AFTER EACH USE. WIPE OUTER SURFACES WHEN NEEDED. FOLLOW MANUFACTURER'S DIRECTIONS FOR OPERATION AND CARE.

PICTURE	NAME	USE	CARE
	FLOOR POLISHER	FLOOR SCRUBBING, BUFFING, RUG SHAMPOOING.	CLEAN AFTER EACH USE. FLUSH TANK AND FEED LINES WITH WARM WATER. DRY WITH CLOTH. REST MACHINE ON WHEELS, NOT BRUSHES. REMOVE BRUSHES TO STORE.
	WET-DRY VACUUM	WET OR DRY CLEANING WATER PICK-UP	CLEAN AFTER EACH USE. FLUSH WITH CLEAN WATER. STORE MOTOR UNIT SEPARATE FROM CONTAINER UNIT.
	DISHWASHER	STERILIZES WHILE WASHING DISHES	LOAD ACCORDING TO MANUFACTURER'S DIRECTIONS. WIPE OUTER SURFACES WITH DAMP CLOTH AS NEEDED.

SUGGESTED ACTIVITIES

GAMES:

PASSWORD - THIS GAME NEEDS TWO TEAMS AND ONE SCOREKEEPER. USE EQUIPMENT NAMES ON PIECES OF PAPER FROM WHICH ONE TEAM MEMBER GIVES CLUES TO ANOTHER TEAM MEMBER. POSSIBLE POINTS DECREASE FROM 10. GAME SCORE IS 25.

IDENTIFY PICTURES - DIVIDE CLASS INTO TEAMS. USING EQUIPMENT PICTURES HAVE TEAMS IDENTIFY, TELL USE, AND CARE OF EACH EQIPMENT PIECE. PREPARE EQUIPMENT PICTURES ON A CARD AND THEIR NAMES ON ANOTHER CARD. PICTURES IN APPENDIX.

CONCENTRATION GAME - MAKE 2 CARDS OF EACH PIECE OF EQUIPMENT. LAY THE CARDS FACE DOWN ON A TABLE. HAVE TEAMS PICK 2 PICTURES; IF THEY MATCH, THE TEAM KEEPS THEM AND HAS A SECOND TRY; IF NOT, THE OTHER TEAM TRIES.

BASEBALL - (TEAM OR INDIVIDUAL) TEACHER ASKS QUESTIONS. FOR RIGHT ANSWERS STUDENTS MOVE TO 1ST BASE AND SO ON. YOU MAY USE THE BLACKBOARD OR A PAPER BOARD.

APPLICATION:

DEMONSTRATE USE OF EACH EQUIPMENT PIECE TO STUDENTS.

MAKE A CHART USING THE FORMS ON THE NEXT PAGES.

MAKE A CHART OF POSSIBLE HOUSEKEEPING TASKS USING THE EQUIPMENT PIECES AND ASSIGN A STUDENT TO DO EACH. ROTATE THE STUDENTS AND TASKS DAILY. SEE APPENDIX.

WORKSHEET

EQUIPMENT

THE FOLLOWING THREE SHEETS CAN BE USED TO MAKE AN EQUIPMENT BOOKLET. PUT THE MOST IMPORTANT INFORMATION ALONG WITH A PICTURE OF THE EQUIPMENT.

EQUIPMENT

PICTURE	NAME	USE	CARE

ELECTRICAL EQUIPMENT

PICTURE	KINDS OF VACUUM CLEANERS

15

VACUUM CLEANER ATTACHMENTS

PICTURE	

16

EQUIPMENT QUIZ
30 PTS.

NAME_____

_____ 1. A _____ WORKS IN A MOTEL, BUSINESS, HOSPITAL OR NURSING HOME.

(HOUSEKEEPING ASSISTANT OR DOMESTIC HOUSEKEEPER)

TRUE OR FALSE:

_____ 2. A HOUSEKEEPER MUST BE WILLING TO WORK AND DO A GOOD JOB.

_____ 3. IT IS IMPORTANT FOR A HOUSEKEEPER TO BE ABLE TO GET ALONG WITH OTHERS.

_____ 4. IF YOU DO NOT KNOW WHERE TO STORE SOMETHING, PUT IT IN ANY DRAWER.

_____ 5. A HOUSEKEEPER MUST LEARN HOW TO USE THE RIGHT EQUIPMENT AND SUPPLIES.

MATCH:

_____ 6. EQUIPMENT WHICH REMOVES DIRT BY SUCTION

_____ 7. A SOFT CLEAN PIECE OF CLOTH USED TO REMOVE DUST

_____ 8. MADE OF BRISTLES WITH HANDLE AND USED FOR SCRUBBING

_____ 9. WHEN WET, USED TO CLEAN SMALL AREAS OR PICK UP SPILLS

_____ 10. USED TO HOLD WATER OR CLEANING SOLUTIONS

A. SPONGE
B. BRUSH
C. VACUUM CLEANER
D. PAIL
E. DUST CLOTH

QUIZ CON'T

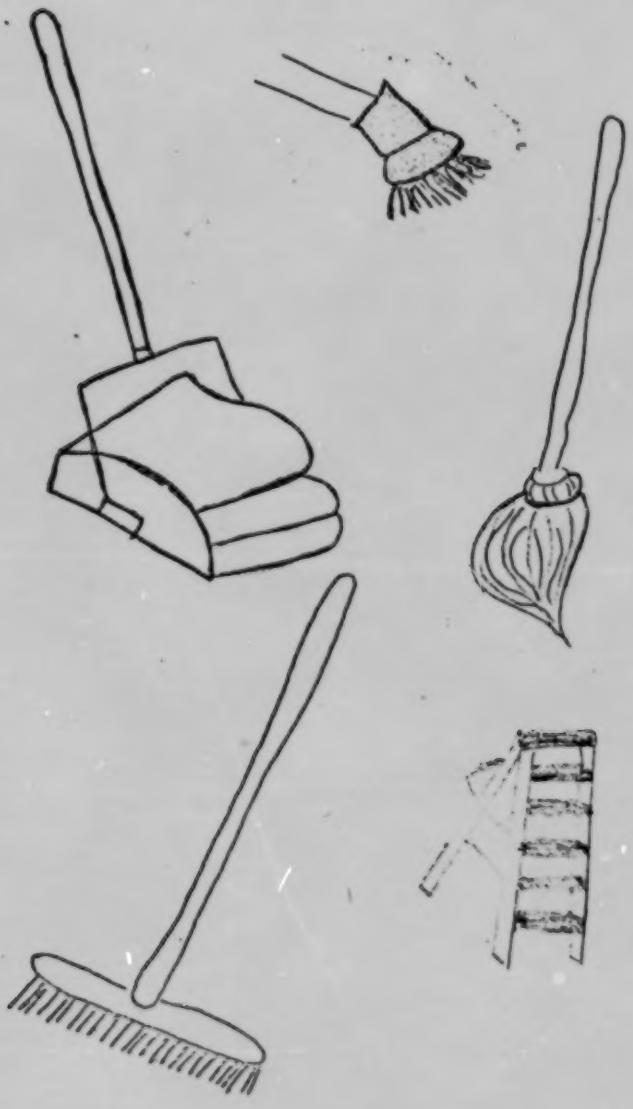
PIECES OF EQUIPMENT ARE IN THE ROOM AND ARE NUMBERED.
WRITE THE NAME OF EACH ON THE LINES HERE.
WORDS TO CHOOSE FROM:

DUST MOP	CREVICE TOOL
UPRIGHT VACUUM CLEANER	DUST PAN
BRUSHES	EXTENSION WAND
DUST CLOTH	RUBBER GLOVES
SPONGES	IRON

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

QUIZ CON'T

DRAW A LINE FROM THE PICTURE TO ITS USE. ON THE LINE, WRITE THE NAME OF THE PIECE OF EQUIPMENT THAT IS PICTURED.



A. REMOVES DIRT FROM CARPET OR FLOOR

A. _____

B. USED TO REACH HIGH PLACES

B. _____

C. USED TO CLEAN FLOORS OR PICK UP SPILLS

C. _____

D. USED IN LARGE AREAS TO SWEEP TRASH AND DIRT

D. _____

E. USED ON FURNITURE THAT IS USUALLY CLEANED WITH A DUST CLOTH

E. _____

WORDS TO CHOOSE FROM:

CARPET SWEEPER

LADDER

DUST BRUSH ATTACHMENT

PUSH BROOM

CREVICE TOOL

VACUUM CLEANER

HOUSE BROOM

DUST MOP

WET MOP

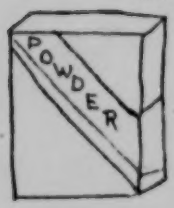
35

ANSWERS IN APPENDIX

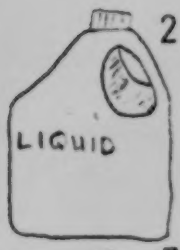
CLEANING SUPPLIES

ALL PURPOSE HOUSEHOLD CLEANERS

THESE CLEANERS ARE USED TO REMOVE DIRT AND SOIL. THEY COME IN FOUR FORMS.



1. POWDERED CLEANERS - ARE MADE TO DISSOLVE IN WATER AND CAN BE USED ON MANY SURFACES. THE SURFACES ARE LARGE SUCH AS WOODWORK, FLOORS, OR PAINTED WALLS. DRY CLEANERS CAN BE PUT ON A DAMP SPONGE OR CLOTH. THEN RUBBED ON A STAIN TO REMOVE IT.



2. LIQUID CLEANERS - ARE USED JUST LIKE THE POWDERED CLEANERS. THESE CAN BE USED FOR CLEANING SPOTS, MARKS, FINGERPRINTS OR GREASY SOILS. AFTER USING, THE AREA SHOULD BE RINSED WITH CLEAR WATER.

3. SPRAY CLEANERS - SPRAY FROM THE BOTTLE ON TO THE SOILED AREA. SOME SPRAY CLEANERS ARE MADE TO CLEAN BATHROOM SURFACES.

4. CLEANSERS - ARE USED FOR TOUGH STAINS. CARE SHOULD BE USED ON THE FOLLOWING SURFACES:
   A. STAINLESS STEEL - RUB AS LIGHTLY AS POSSIBLE. STAINLESS STEEL CAN BE SCRATCHED.
   B. PLASTICS - DO NOT RUB. MAKE A THIN PASTE OF CLEANSER AND WATER. LET STAND, AND RINSE.
   C. DO NOT USE CLEANSERS ON STERLING SILVER, CHINA, HIGHLY POLISHED SURFACES, GLASS, AND SOFT PLASTICS.

OTHER TYPES OF CLEANING AIDS

1. BLEACHES - ARE USED TO DISINFECT AND DEODORIZE. ALWAYS FOLLOW DIRECTIONS ON CONTAINER BEFORE USING.
2. WINDOW CLEANERS - ARE EITHER IN AEROSOL CANS OR PUMP SPRAY BOTTLES. WINDOWS MAY BE CLEANED WITH AMMONIA OR VINEGAR IN WATER. NEWSPAPERS MAY BE USED INSTEAD OF A CLOTH.
3. TOILET BOWL CLEANERS - ARE USED FOR CLEANING TOILETS. NEVER USE TOILET BOWL CLEANER AND BLEACH TOGETHER. THEY CAN CAUSE POISON FUMES THAT MAY CAUSE ILLNESS.
4. WAXES AND POLISHES - PROTECT SURFACES. USE FURNITURE POLISH ON FURNITURE, FLOOR POLISHES AND WAXES ON FLOORS.
5. OVENCLEANERS - ARE MADE TO SOFTEN GREASE AND BURNED ON FOOD IN OVENS. DO NOT BREATH THE FUMES WHEN SPRAYING OVEN CLEANER.
6. METAL CLEANERS - ARE USED TO CLEAN CERTAIN METALS. READ THE DIRECTIONS TO FIND OUT WHAT KIND OF METALS THEY CLEAN.
7. CARPET AND UPHOLSTERY CLEANERS - ARE MADE TO CLEAN CARPETS AND FURNITURE UPHOLSTERY. FOLLOW THE DIRECTIONS ON THE LABEL. TEST IN A HIDDEN PLACE BEFORE APPLYING.

RULES FOR USE OF CLEANING SOLUTIONS

1. Direction on labels will tell the housekeeping assistant how to clean with the least amount of work.

   Labels tell:

   - Manufacturer's name and address
   - Size and net contents
   - Directions for use
   - Performance claims
   - Cautions for use
   - Cost

2. The amount of time the cleaning product is on the surface is important. If left for only a short time, most cleaning can be done without damage to the surface. A small amount of mopping, wiping, and scrubbing may be needed.
3. Using too much of a cleaning product can cause damage and can be costly to the employer.
4. Temperature of cleaning solution is important. Hot water helps remove dirt and grime. Follow directions on label for water temperature. Remember to read directions.
5. Scrubbing is needed to remove stains or burned on dirt and grime. Scrubbing with cleansers may leave scratch marks on plastics or stainless steel.
6. The cleaning solution should always be clean. Use warm clean water. Change water as soon as it gets dirty.

SUGGESTED ACTIVITIES

GAMES- Identify Pictures

Password

Concentration

APPLICATION-

Look at

Smell

Dissolve

Use with equipment

Try on stains

FIELD TRIP-

To store to see all products- report to class on 3 cleaning products and tell what they are used for. Tell name, cautions, price, and amounts (weight)

WORKSHEET

SUPPLIES

THE FOLLOWING 2 SHEETS CAN BE USED TO LIST BRAND NAMES OF CLEANING SUPPLIES. READ IMPORTANT INFORMATION ON THE LABELS, SUCH AS HOW TO USE, CAUTIONS, PURPOSE OF CLEANING SUPPLY, ETC. THEN, WRITE NAME OF CLEANING PRODUCT IN THE CORRECT CATEGORY.

ALL PURPOSE HOUSEHOLD CLEANERS

POWDERED CLEANERS	LIQUID CLEANERS
SPRAY CLEANERS	CLEANSERS

OTHER TYPES OF CLEANING AIDS

BLEACHES	WINDOW CLEANERS	TOILET BOWL CLEANERS
WAXES AND POLISHES	OVEN CLEANERS	METAL CLEANERS

CARPET AND UPHOLSTERY CLEANERS

WORKSHEET

CLEANING

THE FOLLOWING WORKSHEETS MAY BE USED BY THE STUDENT TO WRITE IMPORTANT INFORMATION TO REMEMBER ON EACH TOPIC. THESE GROUPS OF SHEETS MAY BE MADE INTO BOOKLETS FOR FUTURE REFERENCE.

EXAMPLE - MAKE A "CLEANING A BATHROOM" BOOKLET

- INCLUDE WORKSHEETS ON CLEANING A MIRROR, TUB AND SHOWER, SINK, TOILET, WASTE PAPER BASKET

CLEANING _____

TASKS TO BE DONE

WORK SCHEDULE

CLEANING A _____

SUPPLIES

PROCEDURE

CLEANING A BEDROOM

TASKS TO BE DONE IN THE BEDROOM:

- PICKUP AND PUT AWAY ITEMS THAT HAVE BEEN LEFT OUT.
- HANG UP CLEAN CLOTHES.
- PUT DIRTY CLOTHES IN DIRTY CLOTHES HAMPER.
- MAKE THE BED WITH FRESH LINEN.
- CLEAN MIRROR AND WINDOWS WHEN NEEDED.
- VACUUM FLOORS, WINDOW SILLS, AND BASE BOARDS.
- CLEAN CLOSET.

WORK SCHEDULE

DAILY - AIR BEDS, MAKE BEDS, PUT AWAY CLOTHES.

WEEKLY - CHANGE BED LINEN, CLEAN CLOSET FLOORS, ARRANGE SHOES, VACUUM AND DUST.

AS NEEDED - CLEAN CLOSETS, TURN MATTRESSES, WASH MATTRESS COVER, AIR PILLOWS, WASH PILLOWS OR COVERS, WASH WALLS, WASH BLANKETS AND SPREADS.

BEDMAKING

SUPPLIES NEEDED: 2 SHEETS 2 PILLOW CASES
1 BLANKET 1 BEDSPREAD

PROCEDURE:

START WITH A BED THAT HAS NO COVERS. (SOME HOMES AND

MOTELS HAVE A MATTRESS PAD OR COVER WHICH SHOULD BE LEFT ON THE BED) USE THE "ONCE-AROUND" BEDMAKING METHOD TO SAVE TIME AND ENERGY.

CLEANING CLOSETS

STORAGE TIPS:

THREE RULES FOR STORAGE OF ANY KIND ARE:

1. ITEMS SHOULD BE EASY TO SEE.
2. ITEMS SHOULD BE EASY TO REACH.
3. ITEMS SHOULD BE STORED WHERE THEY ARE USED MOST.

LARGE OR TALL ITEMS SHOULD BE PUT BEHIND SMALL OR SHORT ITEMS. MARK WHAT IS IN EACH BOX.

PUT ITEMS ON SHELVES AND RACKS WITH THE MOST USED ITEMS EASY TO REACH.

ARRANGE CLOTHING OF SAME LENGTH AND TYPES TOGETHER. HANGING SHIRTS, BLOUSES, AND SKIRTS TOGETHER GIVES MORE FLOOR SPACE FOR SHELVING OR BOXES.

WORK SCHEDULE:

CLEANING OF CLOSETS SHOULD BE DONE OFTEN. CLEAN CLOSETS WHEN THE SEASONS CHANGE.

ARRANGE CLOTHES AFTER THEY HAVE BEEN CLEANED.

NEEDED SUPPLIES:

BROOM

VACUUM CLEANER

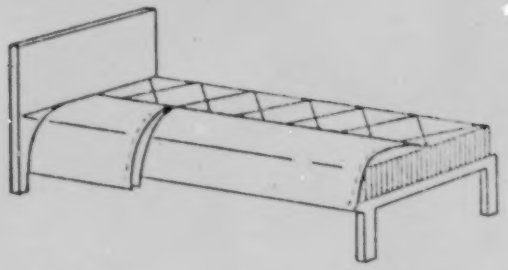
CLEANING CLOTHS

HOW TO CLEAN A CLOSET:

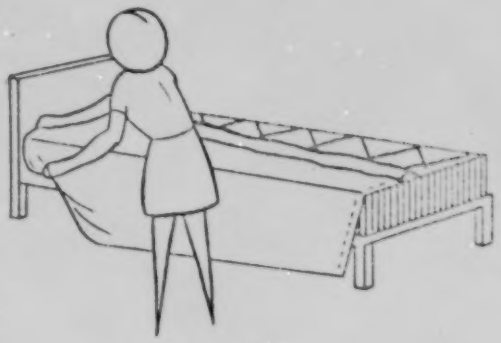
1. REMOVE ALL ITEMS FROM THE CLOSET. SORTING AS YOU REMOVE WILL SAVE TIME LATER.
2. BRUSH WALLS DOWN WITH BROOM COVERED WITH A CLOTH.
3. SWEEP OR VACUUM FLOOR AND ALL SHELVES AND DRAWERS.
4. WIPE WITH SOAPY WATER, RINSE, AND DRY ALL SHELVES, WOODWORK, AND RODS.
5. RETURN ITEMS TO CLOSET USING THE THREE RULES.

"ONCE-AROUND BEDMAKING"*

1. CENTER BOTTOM SHEET ON BED, UNFOLDING WITH THE ARMS LOWERED. PLACE LOWER HEM EDGE AT FOOT.



LIFT MATTRESS AT HEAD OF BED AND TUCK UNDER THE SURPLUS LENGTH OF BOTTOM SHEET.



*MITER CORNER OF BOTTOM SHEET AT HEAD OF BED. MITERED CORNERS ARE USED BECAUSE THEY STAY IN PLACE AND GIVE A NEAT APPEARANCE.

TUCK UNDER SIDE EDGE OF BOTTOM.

*HOW TO MITER CORNERS

STEP A

GRASP THE EDGE OF SHEET ABOUT TWO FEET FROM THE CORNER.

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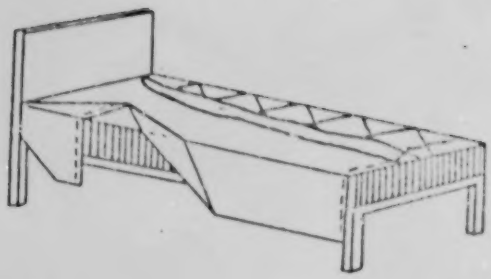
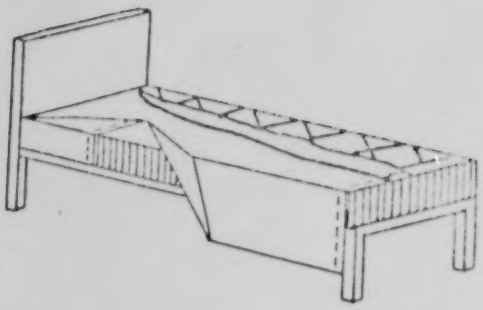
STEP B

LIFT THIS SECTION SO THAT A TRIANGLE IS FORMED ON THE TOP OF THE MATTRESS.



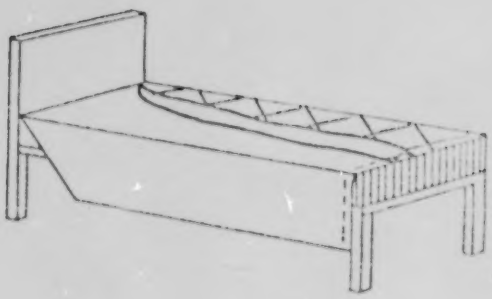
STEP C

TUCK SHEET HANGING BELOW MATTRESS UNDER THE MATTRESS.



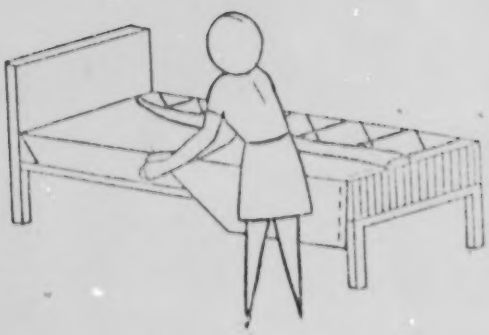
STEP D

DROP TRIANGLE OVER SIDE OF BED. (WHEN MITERING TOPSHEET AND BLANKET TOGETHER AT FOOT OF BED, THIS IS THE LAST STEP.)

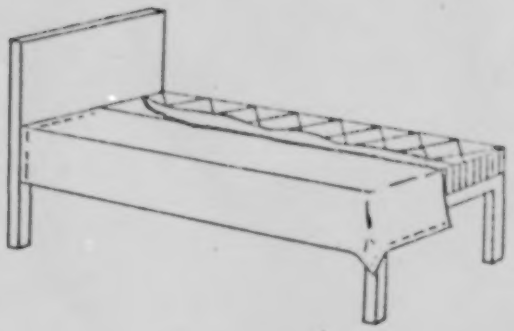


STEP-E

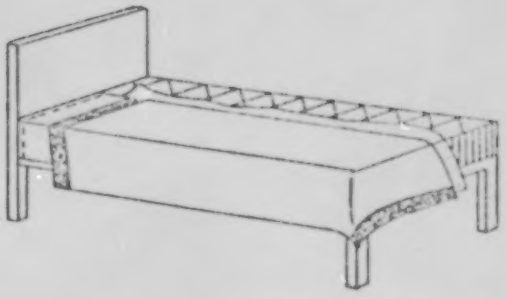
TUCK SIDE EDGE OF SHEET UNDER THE MATTRESS.



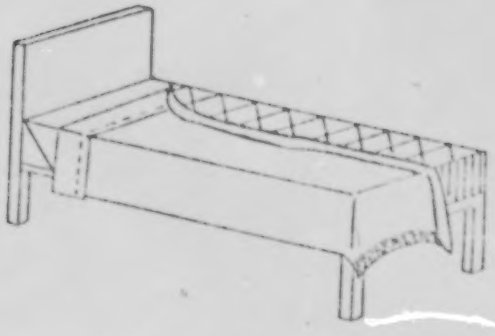
2. CENTER TOP SHEET ON BED WITH UPPER EDGE AGAINST HEADBOARD. UNFOLD, LETTING SURPLUS FALL OVER FOOT OF BED.



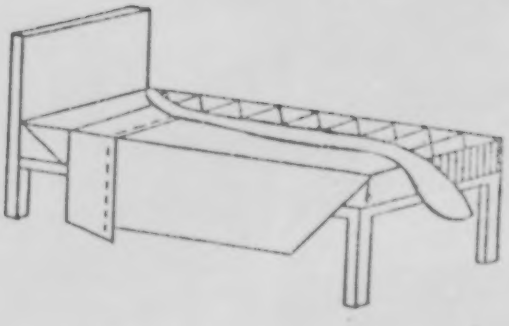
3. UNFOLD AND CENTER BLANKET OVER TOP SHEET WITH UPPER EDGE 8-10 INCHES DOWN FROM THE HEADBOARD.



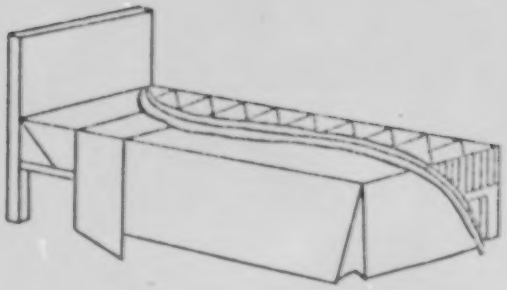
4. FOLD THE TOP SHEET BACK OVER TOP EDGE OF BLANKET. SMOOTH BLANKET OVER BED WORKING TOWARD FOOT OF BED.



5. AT LOWER CORNER, TUCK UNDER SURPLUS LENGTH AND MITER THE BLANKET AND TOP SHEET TOGETHER. (STEPS A THROUGH D.)

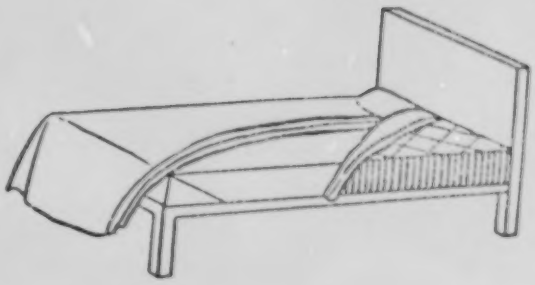


6. UNFOLD AND CENTER SPREAD ON BED. SMOOTH SPREAD WITH LONG, EVEN STROKES WORKING TOWARD HEAD. FOLD DOWN THE TOP EDGE OF SPREAD TO RECEIVE PILLOW.

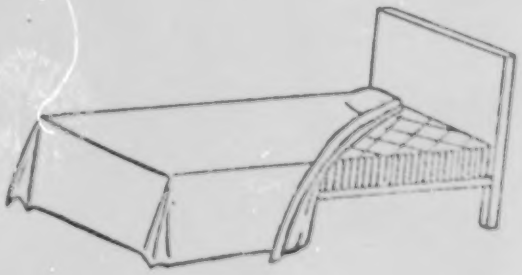


7. UNFOLD PILLOW CASE AND PLACE PILLOW IN CASE USING HANDS ONLY. DO NOT PLACE PILLOW UNDER THE CHIN BECAUSE OF THE DANGER OF SPREADING GERMS AND INFECTIONS. FOLD PILLOW DOWN CENTER, LENGTH WISE. PLACE PILLOW OVER THE FOLDED DOWN SPREAD. ARRANGE SPREAD SMOOTHLY OVER THE PILLOW.

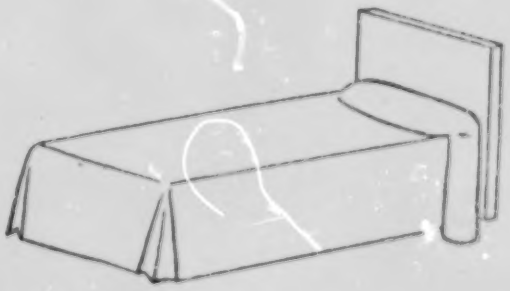
8. MOVE TO OTHER SIDE OF BED AT FOOT, PULL BOTTOM SHEET TIGHT. TUCK BOTTOM SHEET UNDER MATTRESS HALF-WAY UP SIDE OF BED. STRAIGHTEN TOP SHEET ON LOWER CORNER OF BED LETTING SURPLUS LENGTH HANG OVER FOOT. PULL BLANKET OVER LOWER CORNER OF BED. TUCK BLANKET AND TOP SHEET SURPLUS LENGTH UNDER END OF MATTRESS TOGETHER. MITER CORNER OF BLANKET AND TOP SHEET TOGETHER. (STEPS A THROUGH D.) SMOOTH SPREAD OVER LOWER CORNER OF BED.



9. MOVE TO HEAD OF BED; PULL BOTTOM SHEET TIGHT OVER CORNER. TUCK BOTTOM SHEET SURPLUS LENGTH UNDER TOP EDGE OF MATTRESS AND MITER CORNER. (STEPS A THROUGH E.) TUCK UNDER REMAINING SIDE EDGE OF BOTTOM SHEET. STRAIGHTEN TOP SHEET AND BLANKET, FOLDING TOP SHEET OVER TOP EDGE OF BLANKET. SMOOTH AND ADJUST SPREAD OVER PILLOW.



CHECK FINISHED BED BEING CERTAIN SPREAD HANGS EVENLY ON ALL SIDES.



SUGGESTED ACTIVITIES

DEMONSTRATE MAKING A BED

APPLICATION - HAVE EACH STUDENT MAKE A BED.

- CLEAN OUT A CLOSET IN A CLASSROOM, LAB OR OFFICE.

CLEANING A BATHROOM

TASKS TO BE DONE IN THE BATHROOM:

1. Clean toilet bowl using disinfectant or bleach
2. Wash shower, tub, and tile with disinfectant
3. Clean mirror
4. Clean sink and area around it
5. Hang clean fresh towels
6. Empty trash
7. Mop floors
8. Shake throw rug

WORK SCHEDULE

Daily - Wash floor, clean toilet bowl, wipe tile surfaces, clean mirror, and clean fixtures

As needed - Wash throw rugs
Wash walls and woodwork

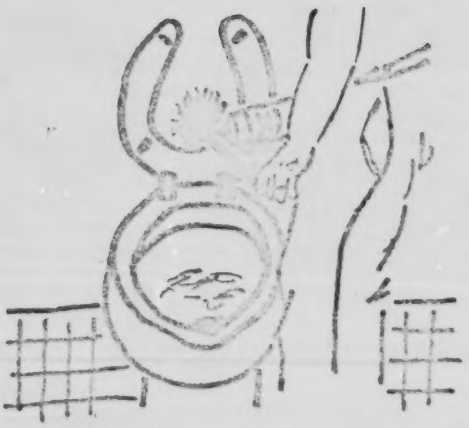
CLEANING TOILETS

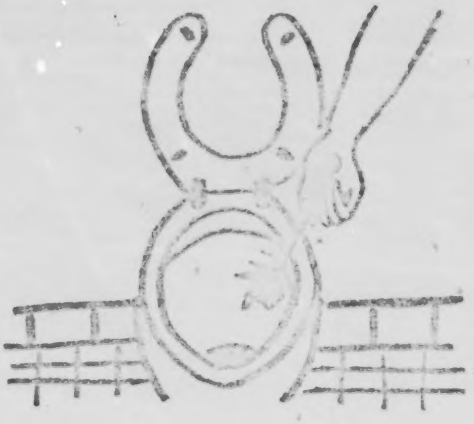
SUPPLIES:

1. TOILET BOWL CLEANER
2. ALL-PURPOSE CLEANING SOLUTION
3. LONG HANDLED TOILET BRUSH
4. SPONGE OR CLOTH
5. DRY CLEAN CLOTH

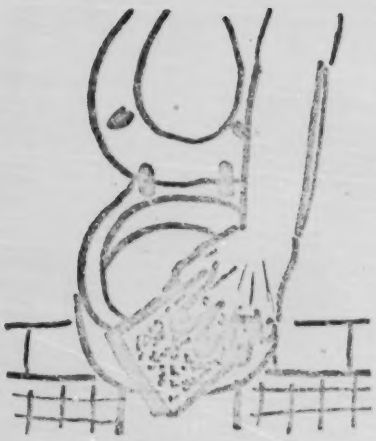
PROCEDURE:

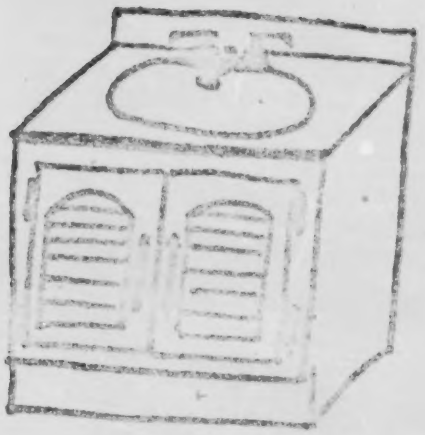
1. FLUSH THE TOILET.
2. READ INSTRUCTIONS FOR CLEANER.
3. POUR TOILET BOWL CLEANER INTO BOWL.
4. CLEAN ALL AREAS OF BOWL WITH LONG HANDLED BRUSH. CLEAN UNDER THE UPPER LIP OF THE BOWL.
5. FLUSH TOILET TO REMOVE BOWL CLEANER. RINSE THE BOWL.





6. Wash outsie of toilet bowl. Use sponge of cloth with cleaning solution. Start at the top and work to the floor.
7. Wash top of toilet seat with sponge. Lift the seat to wash the bottom.
8. Rinse with clean hot water.
9. Dry the seat and outside of bowl with the clean, dry cloth.
10. Wipe all pipes with damp sponge. Dry and buff to a shine with a soft dry cloth.
11. Never use the toilet sponge, brush, and cloth on anything else.





CLEANING SINKS

SUPPLIES:

1. CLEANSER OR CLEANING SOLUTION
2. SPONGE OR CLOTH
3. CLEAN DRY CLOTH

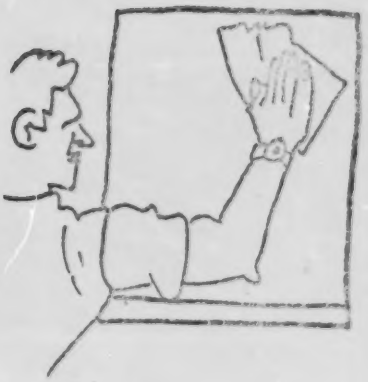
PROCEDURE:

1. PUT CLEANSER OR SOLUTION ON SINK.
2. USE SPONGE OR CLOTH AND WASH SINK. WASH THE SIDES AND UNDERNEATH THE SINK.
3. WIPE THE FAUCETS WITH THE SPONGE OR CLOTH.
4. RINSE THE SINK AND FAUCETS.
5. WIPE SINK, COUNTERTOP AND FAUCETS WITH CLEAN DRY CLOTH. POLISH THE CHROME FAUCETS WITH CLOTH.

CLEANING MIRRORS

SUPPLIES:

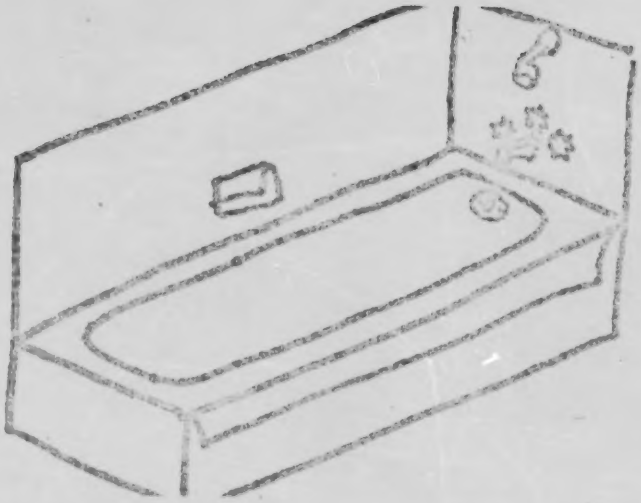
1. CLEANING SOLUTION (WINDEX, GLASS SPARKLE, ETC.)
2. 2 SOFT CLOTHS



PROCEDURE:

1. SPRAY MIRROR WITH CLEANING SOLUTION.
2. WIPE IT DRY. BE SURE TO WIPE SPOT AREAS WITH CLOTH AND SOLUTION.
3. SHINE WITH CLEAN, DRY CLOTH. BE SURE NOT TO LEAVE ANY STREAKS.
4. WIPE FRAME OF MIRROR WITH CLOTH DAMPENED WITH SOLUTION.
5. DRY FRAME WITH CLEAN, DRY CLOTH.

CLEANING TUB AND SHOWER



SUPPLIES:

1. CLEANING CLOTH OR SPONGE
2. CLEANING SOLUTION OR SPRAY
3. CLEAN DRY CLOTH

PROCEDURE:

1. SPRAY CLEANING SOLUTION ON TILE WALLS, TUB AND SHOWER FLOOR. WIPE WITH THE CLEANING CLOTH OR SPONGE.
2. WIPE FIXTURES WITH DAMP CLOTH. USE DRY CLOTH TO WIPE FIXTURES.
3. WIPE WALLS AND FLOOR WITH DRY CLOTH.
4. FOR BAD STAINS, USE CLEANER OR CLEANSER, WAIT A MINUTE, THEN RINSE. (DO NOT SCRUB A PLASTIC TUB FINISH. IT WILL SCRATCH EASILY.)
5. CHANGE OR WASH SHOWER CURTAIN WHEN NEEDED. WIPE DRY WITH CLOTH.

CLEANING WASTE PAPER BASKET

SUPPLIES:

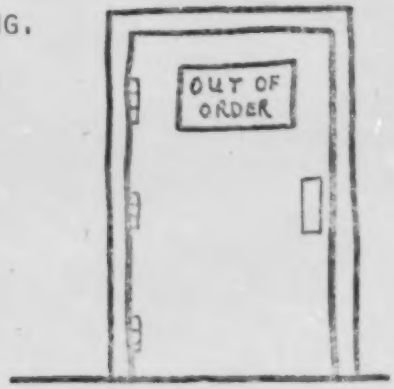
1. DISPOSABLE PAPER OR PLASTIC BAG
2. CLEANING CLOTH
3. DISINFECTANT

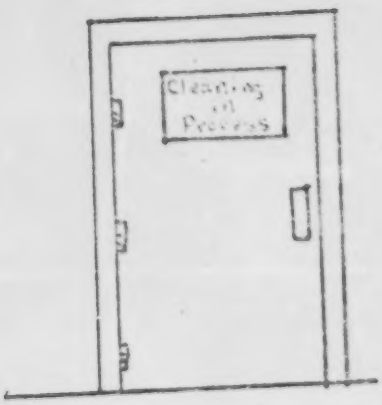
PROCEDURE:

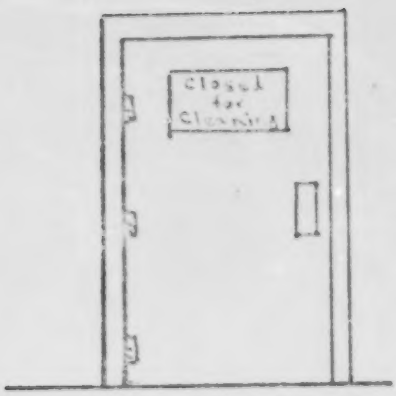
1. EMPTY TRASH INTO DISPOSABLE BAG. LIFT THE BASKET AND TURN IT UPSIDE DOWN INSIDE THE BAG. NEVER USE THE HANDS TO LIFT OUT TRASH.
2. TAP THE BOTTOM OF THE BASKET TO LOOSEN ANY STUCK TRASH.
3. WIPE OUT BASKET WITH CLEANING CLOTH. WIPE OFF OUTSIDE OF BASKET.
4. PLACE A DISPOSABLE BAG INTO THE CLEAN WASTE BASKET. LIFT OUT AND THROW AWAY WHEN FULL OF TRASH.

SUGGESTED ACTIVITIES

APPLICATION- SCHOOL RESTROOMS AND PHYSICAL EDUCATION SHOWER AREAS COULD BE UTILIZED FOR PRACTICE IN CLEANING BY THE STUDENTS. BE SURE TO PLACE AN "OUT OF ORDER" SIGN ON THE DOOR WHILE STUDENTS ARE CLEANING.







CLEANING THE LIVING, DINING ROOM AREA

TASKS TO BE DONE:

1. General pick up and arrangement
2. Vacuum carpet, walls, furniture
3. Dust and polish furniture
4. Empty trash
5. Clean windows

WORK SCHEDULE:

Daily - Pick up clutter, throw away newspapers, dust, clean ashtrays and use carpet sweeper.

Weekly - Vacuum carpet, clean moldings, window sills, pictures, dust or polish furniture, empty waste paper basket.

As Needed - Clean windows and mirrors, shampoo rugs and furniture upholstery, clean drapes.

Supplies:

1. Vacuum cleaner and attachments
2. Dusting and polishing cloths
3. Window cleaner
4. Polish
5. Bag for trash

Procedure:

1. Pick up or put away any item that is out of place.
2. Put magazines and newspapers into neat piles.
3. Move furniture out from walls. Using dust brush

ON VACUUM CLEANER, CLEAN MOLDINGS, PICTURES AND FRAMES, WINDOW SILLS. HEAVY DUST BUILD-UP MAY HAVE TO BE CLEANED OFF WITH A DUSTING CLOTH. USE CREVICE TOOL WHERE BASEBOARDS MEET CARPET.

4. VACUUM RUGS AND PUT FURNITURE BACK WHERE IT BELONGS.
5. VACUUM UPHOLSTERED FURNITURE WITH UPHOLSTERY TOOL. USE CREVICE TOOL BETWEEN CUSHIONS.
6. DUST AND POLISH WOOD OR PLASTIC FURNITURE. DUST LAMPS AND CHECK FOR BURNED OUT LIGHTS.
7. CLEAN WINDOWS AND MIRRORS WHEN NEEDED.
8. CLEAN ASHTRAYS.

SUGGESTED ACTIVITIES
CLEANING IN THE LIVING ROOM

APPLICATION-

- THE TEACHERS' LOUNGE OR THE RECEPTION AREA OF THE PRINCIPAL'S OFFICE COULD BE USED FOR PRACTICE IN CLEANING CARPETS AND UPHOLSTERED FURNITURE.

- USE DIFFERENT POLISHES OR WAXES ON THE SAMPLE TABLE. LET STUDENTS VOTE ON BEST RESULTS AND EASIEST APPLICATION.

- REHANG DRAPES ON A ROD.

CLEANING IN THE KITCHEN

TASKS TO BE DONE:

1. CLEAN REFRIGERATOR INSIDE AND OUT. DEFROST WHEN NEEDED.
2. CLEAN RANGE TOP, DRIP PANS, OVEN, AND BROILER.
3. WIPE FINGERPRINTS FROM CABINET AND APPLIANCE FRONTS.
4. CLEAN WOODWORK.
5. WASH AND PUT AWAY DISHES.
6. WIPE COUNTER TOPS.

WORK SCHEDULE:

DAILY - WASH DISHES, WIPE COUNTER TOPS AND RANGE, CLEAN SINK, EMPTY GARBAGE, SWEEP OR MOP FLOORS.

WEEKLY - CLEAN INSIDE OF REFRIGERATOR, DISPOSE OF LEFT-OVER FOOD, CLEAN DRIP PANS OF RANGE, CLEAN FLOORS, CLEAN GARBAGE PAIL.

AS NEEDED - CLEAN OVEN, DEFROST REFRIGERATOR, WASH WALLS, CLEAN AND WAX FLOORS.

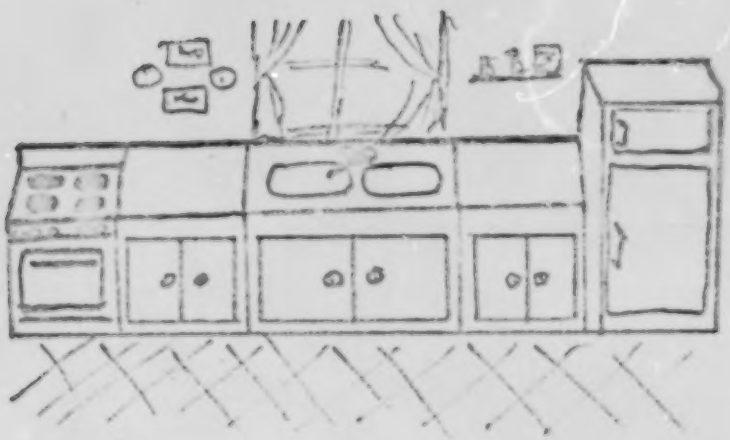
SEASONAL - WASH STORED DISHES, CRYSTAL, CHINA, LINENS, AND CLEAN CLOSETS.

SUPPLIES:

1. OVEN CLEANER
2. SODA
3. ALL PURPOSE CLEANER
4. WAX OR POLISH FOR WOOD AND FLOORS
5. MOP
6. CLEANING CLOTHS

PROCEDURE:

1. WASH AND PUT AWAY DISHES.
2. CLEAN COUNTERTOPS, RANGE TOP, AND WIPE OFF APPLIANCE FRONTS.
3. DEFROST REFRIGERATOR OR CLEAN.
4. POLISH WOODWORK AND CABINETS.
5. MOP OR WAX FLOORS.



DISHWASHING

DISHES MAY BE DONE BY HAND OR MACHINE. WASHING DISHES BY HAND TAKES MORE TIME.

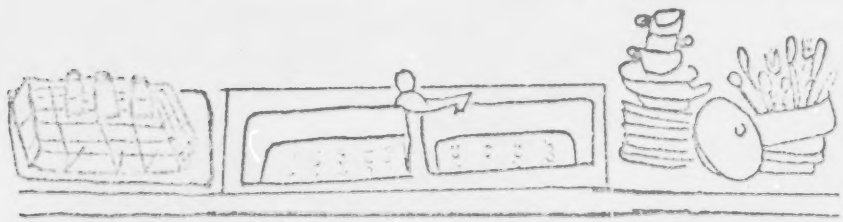
HAND WASHING

SUPPLIES:

1. CONTAINER FOR FOOD SCRAPS, RUBBER SCRAPER
2. RUBBER PAD OR RACK FOR SINK TO PREVENT BREAKAGE
3. DISHPAN AND DRAINER
4. DISHCLOTH OR SPONGE
5. SOAP-FILLED STEEL WOOL PADS
6. HOT WATER
7. CLEAN, SOFT DISH TOWEL
8. SCOURING POWDER
9. LIQUID DETERGENT

PROCEDURE:

1. WORK TOWARD THE AREA WHERE DISHES ARE TO BE STORED. MOVE DISHES INTO THE WASH WATER. THEN MOVE DISHES TO THE RINSE WATER. FINALLY PUT DISHES ON THE DRAIN BOARD.

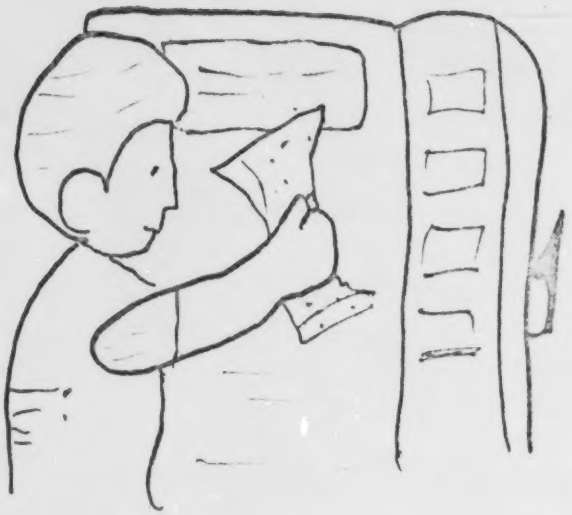


2. Scrape dishes with rubber scraper to remove foods. Put large dishes on the bottom and smaller ones on top.
3. Use a dishwashing detergent. The water should be hot.
4. Wash glassware first, silverware next, eating dishes, then serving dishes. Use a dishcloth or sponge for dishes. Have a plastic scouring cloth or pad to remove dried foods. Remove coffee stains from cups with baking soda.
5. Wash cooking utensils last. Burned on food can be removed if utensils are soaked in warm, soapy water. Scouring cleansers and pads may be needed for stubborn stains.
6. Dishes are rinsed by using very hot water. Dishes can be dipped in a dishpan of hot water. Put dishes in drainer after rinsing.
7. It is best to let dishes air dry. You may want to shine glassware and flatware.

Automatic Dishwashers

1. Automatic dishwashers are best for cleaning dishes, glassware, and cooking utensils. Dishwashers use detergent, water and high heat to clean dishes. Heat kills germs on the dishes.
2. High temperatures are used to dry dishes.
3. Follow the instruction booklet for loading the automatic dishwasher.
4. The dishwasher tub is self-cleaning. In some areas the hard water may leave a film on the tub. When a dishwasher tub gets dirty, use a cloth and household cleaner to remove stains.
5. Check the bottom of the tub to remove any small objects.
6. Wipe the outside of the dishwasher. Use a sponge and warm sudsy water, rinse, and wipe dry.

CLEANING A REFRIGERATOR



SUPPLIES:

1. SODA
2. SOFT CLEANING CLOTHS
3. ALL-PURPOSE CLEANER
4. PANS

PROCEDURE:

1. TURN SETTING TO DEFROST OR OFF.
2. REMOVE ALL CONTAINERS AND FOOD FROM THE REFRIGERATOR. COVER OR WRAP FOOD TO KEEP THEM COLD. THROW AWAY UNWANTED FOOD.
3. REMOVE SHELVES AND STORAGE DRAWERS.
4. DEFROST:
   A. REMOVE FREEZER TRAYS.
   B. PLACE PANS OF WARM WATER IN FREEZER CHEST. LEAVE DOOR OPEN TO SPEED DEFROSTING.
   C. ALWAYS WATCH DRIP TRAY AND EMPTY IT OF MELTED WATER. NOTE: NEVER SCRAPE FREEZER WALLS WITH SHARP KNIVES TO LOOSEN FROST OR ICE. YOU CAN DAMAGE THE FREEZING COILS.
   D. WIPE ALL SURFACES DRY.
5. CLEAN INSIDE OF REFRIGERATOR. USE 1 TABLESPOON SODA WITH 1 QUART OF WATER. WASH BOTH INSIDE AND OUTSIDE OF REFRIGERATOR. GO OVER SURFACES AGAIN WITH A CLEAN CLOTH WRUNG OUT IN CLEAR WATER. DRY ALL SURFACES. NOTE: NEVER USE CLEANING POWDERS. THEY WILL SCRATCH THE SURFACES.

6. Wash shelves and storage units in water solution, rinse, and dry. If shelves won't fit in sink, use bathtub or laundry tubs.
7. Clean and wipe all bottles and jars. Return to refrigerator.
8. Turn refrigerator on.

CLEANING OVENS AND RANGE TOPS

KITCHEN RANGES ARE BUILT IN MANY WAYS. THERE ALSO ARE MANY DIFFERENT OVEN CLEANERS. TRY SEVERAL UNTIL YOU FIND ONE THAT WORKS BEST FOR YOU.

WORK SCHEDULE:

1. CLEAN RANGE SURFACES AFTER COOKING.
2. WIPE OUT DRIP PANS AND REFLECTOR PANS.
3. CLEAN OVEN WHEN NEEDED.

SUPPLIES:

1. OVEN CLEANER
2. ALL-PURPOSE CLEANER
3. CLEANING CLOTHS OR SPONGE
4. PAPER TOWELS

PROCEDURE:

OUTSIDE OF RANGE:

1. WIPE ALL SURFACES, DRIP TRAYS, REFLECTOR PANS, AND SIDES WITH CLEANING CLOTHS OR SPONGE WRUNG OUT IN WARM SUDSY WATER.
2. NEVER USE SHARP OBJECTS WHICH MIGHT SCRATCH SURFACES. NEVER USE CLEANERS ON RANGE SIDES OR METAL PIECES THAT ARE MADE FOR THE OVEN.

3. Electric heating elements are self-cleaning. Do not wash the heating element.
4. Oven vents should be removed. Wash with hot sudsy water, dry, and replace.
5. Grates and burners on gas ranges can be washed in hot sudsy water. Use scouring pad to remove stubborn stains.

Oven:

1. Read directions on the label of the oven cleaner.
2. Wear rubber gloves to protect hands.
3. Place papers around oven door and on floor.
4. Don't breath fumes as you spray or brush on oven cleaner.
5. Follow directions on label for cleaning oven.
6. Throw away cleaning container and cleaning cloths after use.

NOTE: Self-cleaning ovens may need to be wiped out after cleaning to remove any remaining ash. Wipe up all spills in continuous-cleaning ovens right away.

SUGGESTED ACTIVITIES

APPLICATION - Work with students in defrosting a refrigerator, cleaning an oven, and loading a dishwasher. If the Home Economics department does not have the needed appliances, a trip into the community might be arranged. The school kitchen facilities can also be used where applicable.

GENERAL CLEANING

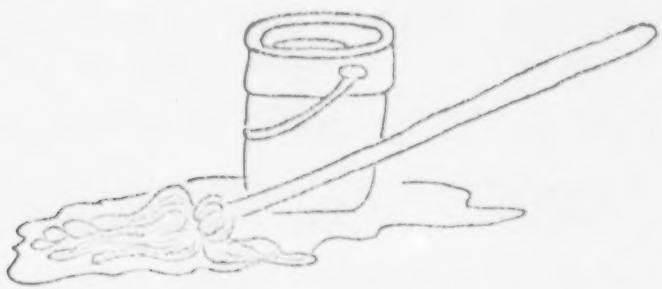
WAXING FLOORS

SUPPLIES:

1. BROOM
2. WAX REMOVER
3. WAX
4. MOP
5. DUSTPAN
6. SPONGES
7. WAX APPLIER

PROCEDURE:

1. SWEEP FLOOR.
2. READ LABEL ON WAX REMOVER AND FOLLOW THE DIRECTIONS.
3. APPLY TO A SMALL AREA.
4. WIPE UP WITH CLEAN SPONGE OR CLOTH.
5. IF FLOOR IS NOT CLEAN, PUT ON MORE WAX REMOVER. SCRUB WITH SPONGE. WIPE UP FLOOR WITH CLEAN SPONGE.
6. MOP UP THE FLOOR WITH CLEAN WATER.
7. APPLY NEW COAT OF WAX AND LET DRY.
8. APPLY SECOND COAT OF WAX IF NEEDED.



FURNITURE CARE

DUSTING, POLISHING CLOTHS:

THERE ARE MANY KINDS OF DUSTING AND CLEANING CLOTHS. SOME ARE FOR SPECIAL JOBS AND OTHERS FOR GENERAL USE.

- CLOTHS SUCH AS DIAPERS, UNDERSHIRTS, FLANNEL, OR SOFT WOOL CAN BE USED FOR DRY DUSTING. REMOVE HOOKS OR BUTTONS THAT MIGHT SCRATCH SURFACES.
- TREATED CLOTHS ARE MADE TO HOLD DUST. FOLLOW INSTRUCTIONS BEFORE USING. SOME CLOTHS CAN DAMAGE OR DISCOLOR SURFACES.
- DAMP CLOTHS CAN BE USED ON PLASTICS AND PAINTED SURFACES. DRY AFTER DUSTING. NEVER USE A CLOTH WITH A CLEANING SOLUTION ON IT.

HOW TO USE

1. MAKE SURE DUST CLOTH IS CLEAN.
2. FOLLOW THE GRAIN OF THE WOOD.
3. GATHER THE DUST INTO THE CLOTH. SPRAY A LITTLE POLISH ON CLOTH TO HOLD THE DUST IN CLOTH.
4. WHEN CLOTHS ARE DIRTY, WASH THEM IN HOT, SOAPY WATER. RINSE IN LUKEWARM WATER. DRY.

CLEANING WINDOWS WITH A SQUEEGE

SUPPLIES:

1. SQUEEGE
2. PAIL
3. CLEANING SOLUTION
4. MOP APPLIER
5. CLOTH

PROCEDURE:

1. FILL PAIL WITH CLEANING SOLUTION AND WARM WATER.
2. MOP WINDOW WITH SOLUTION.
3. WET SQUEEGE AND WIPE WITH CLOTH.
4. PULL SQUEEGE DOWN THE SURFACE OF THE WINDOW FROM TOP TO BOTTOM.
5. WIPE SQUEEGE BLADE AND PULL IT DOWN WINDOW A SECOND TIME. REPEAT WITH CLOTH AND CONTINUE UNTIL WINDOW IS WIPED CLEAN OF WATER SOLUTION.
6. WIPE WINDOW FRAME AT BOTTOM.
7. CLEAN EQUIPMENT AND STORE.

DUSTING WALLS AND CEILINGS

SUPPLIES:

1. VACUUM CLEANER
2. WAND ATTACHMENT
3. BRUSH ATTACHMENT
4. PLASTIC SHEET OR OLD CLOTH SHEET

PROCEDURE:

1. USE THE DUSTING BRUSH ATTACHMENT TO THE VACUUM CLEANER. THIS WILL NOT SPREAD DUST ON WALLS OR CEILINGS. YOU CAN ALSO USE A LONG-HANDLED DUSTER, ONE THAT IS TREATED TO HOLD THE DUST.
2. PUSH FURNITURE OUT FROM WALLS. COVER FURNITURE WITH PLASTIC OR CLOTH SHEET IF CEILING AND WALLS ARE VERY DIRTY.
3. DUST THE CEILING FIRST. WORK FROM THE TOP TO THE BOTTOM OF WALLS. CLEAN MOLDINGS AND CORNERS.
4. COBWEBS COLLECT LOTS OF DUST AND GREASE FROM THE AIR. NEVER WIPE THEM OFF. YOU MAY SMEAR THE DUST AND GREASE ON THE WALLS. USE THE OPEN END OF YOUR VACUUM CLEANER WAND TO CLEAN THEM OFF WALLS.

WASHING WASHABLE WALLS OR CEILINGS

SUPPLIES:

1. WALL BRUSH OR TWO SPONGES
2. 2 PAILS, ONE FOR CLEANING SOLUTION AND OTHER FOR RINSING
3. ALL-PURPOSE HOUSEHOLD CLEANER.
4. STEP STOOL OR LADDER.
5. SPRAY OR LIQUID HOUSEHOLD CLEANER

PROCEDURE:

1. USE SPRAY OR LIQUID CLEANER AROUND LIGHT SWITCHES, DOORKNOBS, ROOM OR CLOSET ENTRANCES. WIPE DRY WITH DAMP CLEAN CLOTH.

HEAVILY SOILED WALLS

1. CLEAN A SMALL HIDDEN AREA FIRST TO TEST THE WALL PAINT.
2. IF CEILING IS TO BE WASHED, DO IT FIRST. WALLS SHOULD BE CLEANED FROM BOTTOM TO TOP. WATER WILL RUN DOWN OVER DIRTY WALLS IF YOU START AT THE TOP. STREAKS, WHICH ARE HARD TO REMOVE, COULD BE LEFT.
3. COVER ALL FURNITURE WITH PLASTIC OR CLOTH SHEET.
4. SQUEEZE SPONGE OR BRUSH AS DRY AS POSSIBLE. TRY NOT TO DRIP.
5. CLEAN ONE PART OF WALL AT A TIME.
6. RINSE WITH CLEAN WATER AND WIPE DRY.
7. CHANGE THE WATER IN BOTH PAILS AS IT BECOMES DIRTY.

PANELED WALLS

SUPPLIES:

1. TREATED DUSTING CLOTH
2. CREAMY WAX
3. 2 CLEANING CLOTHS

PROCEDURE:

1. DUST OFTEN
2. PUT A COAT OF CREAMY WAX OR CLEANING PRODUCT MADE FOR PANELED WALLS ON THE WALLS.
3. NEVER USE WATER. IT MAY TURN THE SURFACE WHITE.

LAUNDRY

TASKS TO BE COMPLETED:

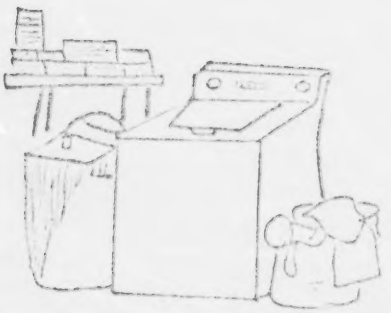
SORTING

PRETREATING

WASHING/RINSING

DRYING

IRONING



SUPPLIES NEEDED:

ALL-PURPOSE DETERGENT OR SOAP

PRETREATMENT SUPPLIES

FABRIC SOFTNER (IF DESIRED)

PROCEDURE:

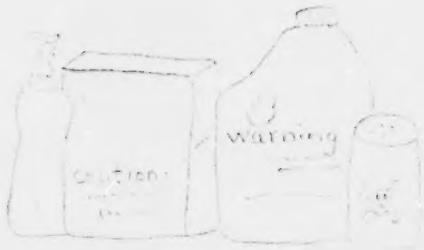
1. SORT ALL THE CLOTHES. BE SURE TO FOLLOW THESE RULES.
   A. CLEAN OUT POCKETS
   B. REMOVE BUCKLES AND BELTS
   C. CLOSE ZIPPERS
   D. SORT CLOTHES ACCORDING TO COLORS, KIND OF AND AMOUNT AND KIND OF SOIL.
2. PRETREAT CLOTHES IF THERE ARE STAINS OR HEAVY SOIL. TRY SEVERAL TO FIND THE ONE WHICH GIVES THE BEST RESULTS.
3. CLOTHES CAN BE WASHED BY HAND OR MACHINE. READ INSTURCTIONS TO RUN MACHINE. FIND THE DETERGENTS

OR BLEACH THAT WORKS BEST FOR YOU.

4. DRYING OF CLOTHES CAN BE DONE BY MACHINE, CLOTHES LINE, OR FLAT DRYING. A DRYER USES ELECTRICITY OR GAS TO DRY. LINE DRYING USES AIR AND SUNSHINE TO DRY. FLAT DRYING USES AIR TO DRY CLOTHES.
5. IRONING IS USED TO REMOVE WRINKLES FROM CLOTHING. THE IRON USES HEAT AND STEAM TO MAKE CLOTHES WRINKLE FREE.
   A. WASH-AND-WEAR AND PERMANENT-PRESS CLOTHING NEED LITTLE OR NO IRONING. HANG OR FOLD THE CLOTHES FROM DRYER TO REDUCE IRONING.
   B. BE SURE TO READ LABELS AND USE THE RIGHT IRON TEMPERATURE.
   C. IRON ALL CLOTHES OF THE SAME TYPE FABRIC. START WITH THOSE THAT NEED LITTLE HEAT SUCH AS POLYESTERS. TURN UP THE HEAT AND IRON ALL COTTON CLOTHING.
   D. IRON WOOLENS AND PATTERNED FABRICS ON THE BACK SIDE.
   E. IRON CAREFULLY AROUND PLASTIC BUTTONS AND ZIPPERS. A HOT IRON CAN MELT OR RUIN THESE.
   F. DON'T IRON OVER SNAPS AND ZIPPERS. THEY MAY SCRATCH THE IRON.

SAFETY

ACCIDENTS IN THE HOME ARE CAUSE BY POOR EQUIPMENT, WRONG USE OF EQUIPMENT, BEING IN A HURRY, OR BEING TIRED.



USE OF CLEANING SUPPLIES:

1. READ ALL OF THE LABEL BEFORE USING.
2. KEEP ALL CLEANING SOLUTIONS OUT OF REACH OF CHILDREN.
3. NEVER USE CLEANING SOLUTIONS SUCH AS GASOLINE IN THE HOME.
4. NEVER USE SPRAYS OR POLISHES AROUND OPEN FLAMES.
5. ALWAYS RUB IN OILS ON SURFACES. OIL MAY CAUSE SLIPS AND FALLS.
6. NEVER STORE SOLUTIONS IN HOT AREAS OR FREEZING AREAS.
7. STORE OILY CLOTHS USED FOR WAXING OR POLISHING IN AIR TIGHT CLASS OR METAL CONTAINERS. PLACE CONTAINERS IN COOL PLACE.
8. NEVER MIX CLEANING SOLUTIONS.

EQUIPMENT USE:

1. CLEAN ALL EQUIPMENT AFTER EVERY USE. REPORT BAD EQUIPMENT SUCH AS FRAYED CORDS, SHORT CIRCUITS, AND LOOSE PIECES TO EMPLOYER.
2. UNPLUG THE EQUIPMENT WHEN DOING REPAIRS.

3. Carry brooms and mops with handles up.
4. Have dry hands when working with electrical equipment.
5. Do not plug in more than two electric pieces in one outlet.
6. Never run cords under rugs. Never vacuum over cords.

FIRES:

1. Keep cool and act fast
2. Put out flames where they start.
3. Do not throw water on an electrical fire. Water will give you a shock.
4. Don't use water on grease fires. Water will make the fire spread. Use a fire extinguisher, salt, or baking soda on it. Put a lid on a skillet to stop a fire.
5. Never throw dust or flour on an open flame. These will explode when they are put on a flame.

FALLS:

1. Wet surfaces are slippery and may cause falls.
2. Use a step ladder to reach high places. Never use chairs or stools.

SUGGESTED ACTIVITIES

VISUAL: Use transparency "How Many Hazards Can You Spot?" Have students make a list of hazards they see in the picture which could lead to accidents. Discuss ways of correcting or avoiding such hazards. (See Appendix)

GUEST SPEAKER: Invite the Fire Inspector from your local fire department to talk about fires, prevention, and fire fighting.

APPLICATION: Set up a room filled with hazards which could lead to injury. Have students identify hazards and correct them.

HOW TO MAKE WORK EASIER

BEING TIRED CAUSES ACCIDENTS IN THE HOME OR ON THE JOB. WORK IS HARD IF YOU ARE TIRED, HAVE PROBLEMS, EAT WRONG, OR HAVE POOR WORK HABITS. TRY TO FIND AN EASY AND QUICK WAY OF DOING WORK.

SOME RULES TO FOLLOW ARE:

1. MAKE A WORK SCHEDULE OF WHAT YOU SHOULD DO.
2. SELECT THE BEST TOOLS AND SUPPLIES NEEDED.
3. CARRY ALL SUPPLIES IN A BASKET OR BOX.

TEACHER:

(SEE APPENDIX PAGE 6 FOR TASK SCHEDULING WORKSHEET)

MOTEL-HOTEL HOUSEKEEPING ASSISTANT

HOUSEKEEPING ASSISTANTS IN HOTELS AND MOTELS HAVE MANY JOBS. THEY HAVE TO CLEAN AND CHECK ROOMS, HELP IN THE LINEN ROOM, FILL SUPPLY CARTS, AND CLEAN THE LOUNGE AREAS. THEY ARE A PART OF THE BUSINESS AND ARE RESPONSIBLE TO THE EMPLOYER AND THE GUESTS OF THE MOTEL OR HOTEL.

RESPONSIBILITIES ARE AS FOLLOWS:

1. CLEAN ROOMS PROPERLY.
2. USE MANY SUPPLIES ON THE JOB. NEVER TAKE HOME SUPPLIES. THIS IS STEALING AND MAY RESULT IN LOSS OF YOUR JOB.
3. GUESTS LEAVE THEIR PROPERTY IN THE ROOM WHILE YOU ARE CLEANING IT. TRY TO CLEAN THE ROOM WITHOUT MOVING IT. IF IT MUST BE MOVED, RETURN IT TO ITS PLACE AFTER CLEANING.
4. DO NOT LET ANYONE IN TO THE ROOM WHO DOES NOT HAVE A ROOM KEY. SEND THEM TO THE OFFICE OR HEAD HOUSEKEEPER.
5. CHECK WITH THE HEAD HOUSEKEEPER IF GUESTS HAVE LEFT BEHIND ITEMS. IT SHOULD BE TAGGED WITH DATE AND ROOM NUMBER.
6. IF YOU CAN NOT MAKE IT TO WORK, CALL THE HEAD HOUSEKEEPER ONE HOUR BEFORE WORK IS TO START. THIS GIVES THE HEAD HOUSEKEEPER TIME TO FIND ANOTHER WORKER OR CHANGE THE SCHEDULE.

RESPONSIBILITIES

HOUSEKEEPING ASSISTANTS ARE RESPONSIBLE FOR EXPENSIVE ROOMS. HOUSEKEEPING ASSISTANTS MAY FIND DAMAGE TO ROOMS BY GUESTS. DAMAGES SHOULD BE REPORTED TO THE HOUSEKEEPING SUPERVISOR. SHE WILL TALK TO THE MANAGER. REPORT ANYTHING TAKEN FROM THE ROOM.

HOUSEKEEPERS USE MANY CLEANING SUPPLIES AND EQUIPMENT. THESE ITEMS SHOULD NEVER BE TAKEN HOME. TAKING SUCH ITEMS IS STEALING. YOU MAY BE FIRED FROM YOUR JOB FOR STEALING.

THE HOUSEKEEPER SHOULD NOT MOVE ANYTHING BELONGING TO GUESTS. WHEN MAKING A BED, AN OPEN SUITCASE MAY HAVE TO BE MOVED. AFTER THE BED IS MADE, REPLACE THE SUITCASE ON THE BED.

HOUSEKEEPERS SHOULD NOT LET ANYONE INTO A ROOM WHO DOES NOT HAVE A KEY. THE SUPERVISOR SHOULD BE CONTACTED TO LET A PERSON IN THE ROOM.

GUESTS OFTEN FORGET ITEMS WHEN THEY CHECK OUT OF A ROOM. YOU MAY NEED TO PUT A TAG WITH THE DATE AND ROOM NUMBER ON THE ITEM. THEN, TURN IT INTO THE SUPERVISOR.

WHEN HOUSEKEEPING ASSISTANTS ARE UNABLE TO COME TO WORK, THEY MUST CALL AT LEAST ONE HOUR BEFORE WORK TIME. THIS GIVES THE SUPERVISOR TIME TO CALL ANOTHER WORKER OR TO CHANGE THE CLEANING SCHEDULES.

A HOUSEKEEPING ASSISTANT SHOULD NOT TELL THE NAMES OF GUESTS. ROOM TELEPHONES ARE NOT TO BE USED BY THE HOUSEKEEPER. CHECK TO SEE IF THE RADIO AND TELEVISION WORK. DO NOT USE THE TELEVISION AND RADIO FOR YOUR OWN USE. HOUSEKEEPERS SHOULD NOT SMOKE, DRINK ANY BEVERAGES, OR EAT ANY FOOD WHILE CLEANING A ROOM.

DRESS

SOME EMPLOYERS HAVE DRESS RULES. THEY MAY HAVE UNIFORMS FOR THEIR HELP TO WEAR. IF THE DRESS IS LEFT UP TO YOU, FOLLOW THESE IDEAS:

1. WEAR COMFORTABLE CLOTHING. CLOTHING SHOULD BE MADE FROM AN EASY CARE FABRIC. LIGHT COLORS ARE MORE PLEASING TO THE GUESTS. THEY ALSO SHOW LESS WEAR FROM WASHINGS THAN DARK COLORS DO.
2. SHOES SHOULD BE A LOW HEEL AND FIT THE FOOT WELL. A CREPE OR RUBBER SOLED SHOE HELPS THE FEET AND LEGS WHEN STANDING AND WALKING. DO NOT WEAR SANDALS OR FANCY SHOES.
3. A HAIR NET MAY BE USED TO KEEP HAIR OUT OF THE FACE AND EYES. A HAIR NET KEEPS HAIR FROM FALLING ON CLEANED SURFACES.
4. RUBBER OR PLASTIC GLOVES MAY BE USED. USE THEM WHEN CLEANING IN THE BATHROOM WITH STRONG DISINFECTANTS.
5. DO NOT WEAR JEWELRY WHICH MIGHT GET CAUGHT ON FABRICS OR ROOM FURNISHINGS.
6. ONLY USE SMALL AMOUNTS OF MAKE-UP.

SUPPLY CART

A HOUSEKEEPER USES A CART TO MOVE CLEANING SUPPLIES, CLEAN LINEN, AND EQUIPMENT FROM ONE AREA TO ANOTHER. A WELL STOCKED CART SAVES TIME AND ENERGY.

THERE ARE THREE KINDS OF CARTS USED IN HOUSEKEEPING:

1. THE WASTE CART. THE WASTE CART IS USED TO COLLECT GARBAGE. IT USUALLY HAS A CLOTH OR PLASTIC LINER TO HOLD WASTE.
2. THE EQUIPMENT CART. THE EQUIPMENT CART IS USED TO MOVE MOPS AND BUCKETS, FLOOR MACHINES, VACUUM CLEANERS AND CLEANING SUPPLIES.
3. THE UTILITY CART. UTILITY CARTS CONTAIN A LITTER BAG, SOILED LINEN BAG, CLEANING SUPPLIES, STORAGE SHELVES FOR LINEN AND PAPER SUPPLIES, AND PLACES FOR CLEANING EQUIPMENT. UTILITY CARTS SHOULD BE CLEANED ONCE A WEEK. NEW SUPPLIES SHOULD BE PUT ON THE CART ONCE A DAY OR MORE OFTEN. THIS SHOULD BE DONE AT THE END OF THE DAY, SO IT IS READY FOR THE NEXT DAY.

THE CART SHOULD NEVER BE LEFT WHERE SOMEONE COULD BUMP INTO IT. AFTER EACH DAY'S WORK, IT SHOULD BE RETURNED TO A STORAGE ROOM.

ROOM CHECK SHEET

THE ROOM CHECK SHEET OR REPORT SHEET IS VERY IMPORTANT, FOR OFTEN IT IS USED TO DETERMINE HOW MANY GUESTS STAYED IN A PARTICULAR ROOM OR IT MAY HELP KEEP AN ACCURATE COUNT OF THE NUMBER OF LINENS AND SUPPLIES USED EACH DAY. IT ALSO HELPS THE HOUSEKEEPING ASSISTANT KNOW WHAT ROOMS HAVE BEEN CLEANED AND WHICH ROOMS NEED TO BE CLEANED. THE FOLLOWING IS AN EXAMPLE OF A ROOM CHECK SHEET:

ROOM CHECK SHEET

EMPLOYEE: MARY DATE: MARCH 14

ROOM NUMBER	STATUS	CONDITION	COMMENTS
225	SO		9:00 A.M. AND 2:00 P.M. "DO NOT DISTRUB" SIGN
226	SO	OCC	
227	CO	U	

THE FIRST COLUMN OF THE ROOM CHECK SHEET INDICATES THE ROOM NUMBERS OF THE ROOMS WHICH MARY IS RESPONSIBLE FOR CLEANING ON A CERTAIN DAY. COLUMN TWO TELLS WHETHER THE GUEST IS A "STAY-OVER" (S.O.). THEY PLAN

TO STAY ANOTHER DAY OR TWO, OR A "CHECK OUT" (C.O.), THE GUEST WILL BE LEAVING THE MOTEL THAT DAY. THE FIRST TWO COLUMNS ARE FILLED OUT BY THE HOUSEKEEPING SUPERVISOR BEFORE MARY BEGINS HER WORK. MARY SHOULD WAIT TO CLEAN A "CHECK-OUT" ROOM UNTIL AFTER THE GUEST HAS LEFT.

THE THIRD COLUMN IS FOR MARY TO USE DURING THE DAY AS SHE CLEANS HER ROOMS. NO MARK IN THE COLUMN MEANS MARY HAS NOT GOTTEN TO THAT ROOM; OCC. TELLS HER THE ROOM WAS OCCUPIED AND SHE NEEDS TO RECHECK IT LATER IN THE DAY; A CHECK MARK MEANS THE ROOM HAS BEEN CLEANED. THE COMMENTS COLUMN IS USED TO REPORT ANYTHING TO THE HOUSEKEEPING SUPERVISOR, SUCH AS MISSING TOWELS, ASHTRAYS, OR OTHER ITEMS, BROKEN FURNITURE, OR SPECIAL CLEANING SUCH AS CARPET SHAMPOOING.

THE ROOM CHECK SHEET IS TURNED INTO THE SUPERVISOR WHEN MARY GOES OFF DUTY.

ENTERING A ROOM

A HOUSEKEEPING ASSISTANT MUST KNOW HOW TO ENTER A ROOM. FOLLOW THESE RULES TO ENTER:

1. WHEN THE HOUSEKEEPER COMES IN THE MORNING, REPORT TO THE HOUSEKEEPING DEPARTMENT. THE SUPERVISOR GIVES EACH PERSON A LIST OF ROOMS TO BE CLEANED AND A PASS KEY. THE HOUSEKEEPER GETS A CART AND GOES TO THE ASSIGNED ROOMS. THE HOUSEKEEPER SHOULD BE QUIET BECAUSE GUESTS MAY BE SLEEPING.
2. WHEN YOU SEE THIS SIGN ON A DOOR "DO NOT DISTURB", DO NOT KNOCK ON THE DOOR. GO TO ANOTHER ROOM TO WORK. BE SURE TO CHECK THE DOOR UNTIL THE SIGN IS GONE. THE ROOM CAN THEN BE ENTERED AND CLEANED. IF THE "DO NOT DISTURB" SIGN IS ON THE DOOR ALL DAY, REPORT THIS TO THE SUPERVISOR. THE SUPERVISOR WILL CHECK THE ROOM TO SEE IF ANYTHING IS WRONG.
3. AFTER KNOCKING ON A DOOR AND HEARING NO ANSWER, USE THE KEY. OPEN THE DOOR SLOWLY AND QUIETLY. IF A GUEST IS IN THE ROOM, LEAVE QUIETLY AND CLOSE THE DOOR. MARK ON YOUR SHEET THAT THE ROOM IS OCCUPIED. THIS WILL REMIND YOU TO RETURN TO CLEAN THE ROOM LATER IN THE DAY.
4. IF THE ROOM IS VACANT, LEAVE THE DOOR OPEN TO AIR IT OUT WHILE CLEANING. PULLING THE CART ACROSS THE DOORWAY WILL STOP PEOPLE FROM COMING INTO THE ROOM. THE CART WILL BE EASY TO GET TO FOR SUPPLIES. AFTER THE ROOM HAS BEEN CLEANED, PUT A CHECK MARK ON THE CHECK SHEET.

5. THE HOUSEKEEPER SHOULD CHECK THESE BEFORE LEAVING THE ROOM:

   A. ALL FURNISHINGS ARE IN THEIR PROPER PLACES.

   B. THERMOSTAT IS AT THE RIGHT SETTING.

   C. TELEVISION, RADIO, AND ALL LIGHTS ARE TURNED OFF.

   D. THE DOOR LOCKS WHEN LEAVING.

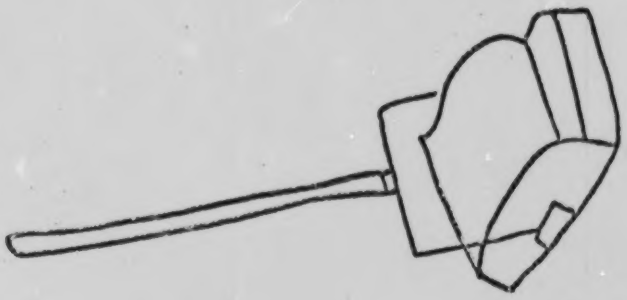
A ROUTINE

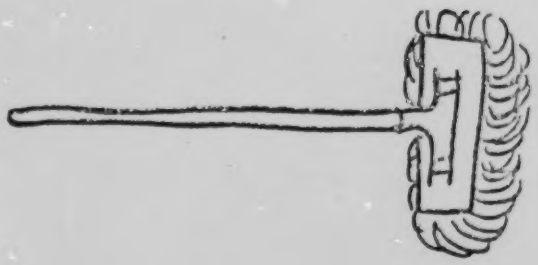
A ROUTINE WHEN CLEANING A ROOM HELPS THE HOUSEKEEPER. ALL THE TASKS CAN BE REMEMBERED AND FINISHED WITH A ROUTINE. EACH PERSON MUST DECIDE ON THE ROUTINE WHICH WORKS THE BEST. THIS IS A SCHEDULE TO FOLLOW:

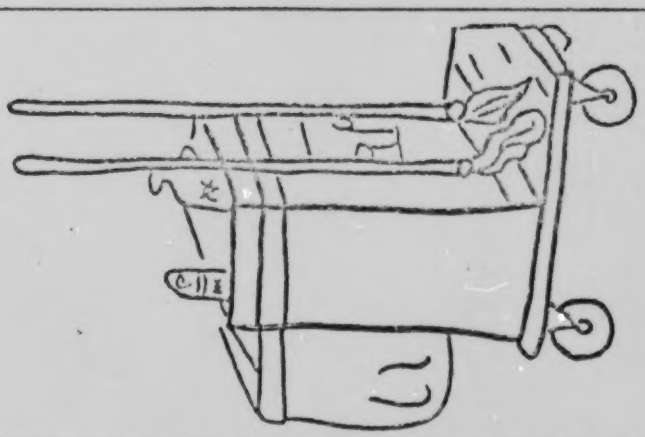
1. ENTER THE ROOM USING THE PASS KEY.
2. TURN ON ALL LIGHTS TO CHECK FOR BURNED-OUT BULBS. SEE IF THE DRAPES OPEN AND SHUT.
3. EMPTY ASHTRAYS AND WASTEBASKETS. WIPE THEM OUT AND PUT THEM BACK.
4. STRIP THE BED. PUT SOILED LINEN IN LINEN BAG ON CART. CARRY CLEAN LINEN INTO ROOM.
5. MAKE BED.
6. DUST FURNITURE, WAX OR POLISH AS NEEDED.
7. CHECK DRAWERS FOR THINGS GUESTS MAY HAVE LEFT. REPLACE STATIONERY AND OTHER COURTESY ITEMS.
8. CHECK TELEVISION AND RADIO TO SEE IF IT WORKS.
9. CLEAN BATHROOM.
   - A. CLEAN SHOWER WALLS, DRY SHOWER CURTAIN. (CHANGE CURTAIN WHEN NEEDED.) CLEAN TUB. REMOVE ALL HAIR.
   - B. CLEAN TOILET SEAT, BOWL AND OUTSIDE.
   - C. CLEAN SINK AND MIRROR.
   - D. GET NEW TOWELS, SOAP, AND OTHER ITEMS.
   - E. CLEAN BATHROOM FLOOR.
10. VACUUM FLOORS, PUT FURNITURE IN THE RIGHT PLACES.
11. FINAL CHECK OF ROOM. TURN OUT LIGHTS.
12. LOCK DOOR BEHIND YOU AND CHECK IT.
13. FILL OUT ROOM CHECK SHEET.

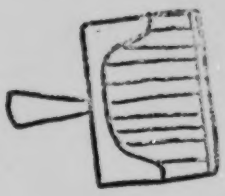
APPENDIX LIST

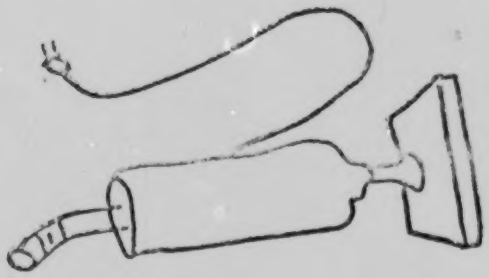
Equipment pictures to use with games. See Suggested Activities for equipment.

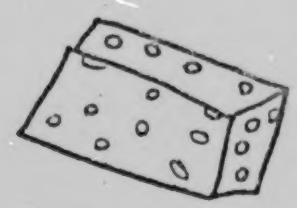


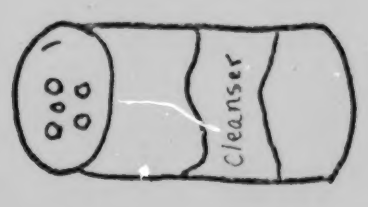












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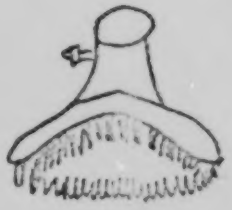

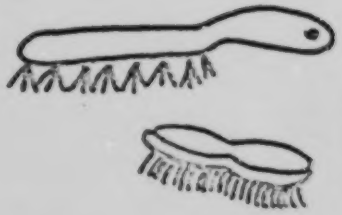

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EQUIPMENT QUIZ P. 17-19

KEY

1. HOUSEKEEPING ASSISTANT
2. TRUE
3. TRUE
4. FALSE
5. TRUE

6. C
7. E
8. B
9. A
10. D

11-20. ANY ORDER YOU CHOOSE

A. CARPET SWEEPER
B. LADDER
C. WET MOP
D. PUSH BROOM
E. DUST BRUSH ATTACHMENT

CHART OF HOUSEKEEPING TASKS

FOR WEEK OF _____ THROUGH _____

STUDENTS NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	COMMENTS
JANE	USE IRON MAKE BED	REMOVE WAX APPLY WAX	CLEAN TOILET WASH DISHES	CLEAN WINDOWS USE DUST MOP	CLEAN LAVATORY SWEEP CARPET	
LARRY	CLEAN LAVATORY SWEEP CARPET	USE IRON MAKE BED	REMOVE WAX APPLY WAX	CLEAN TOILET WASH DISHES	CLEAN WINDOWS USE DUST MOP	
ALICE	CLEAN WINDOWS USE DUST MOP	CLEAN LAVATORY SWEEP CARPET	USE IRON MAKE BED	REMCVE WAX APPLY WAX	CLEAN TOILET WASH DISHES	
MARY	CLEAN TOILET WASH DISHES	CLEAN WINDOWS USE DUST MOP	CLEAN LAVATORY SWEEP CARPET	USE IRON MAKE BED	REMOVE WAX APPLY WAX	
JIM	REMOVE WAX APPLY WAX	CLEAN TOILET WASH DISHES	CLEAN WINDOWS USE DUST MOP	CLEAN LAVATORY SWEEP CARPET	USE IRON MAKE BED	

Use with Work Simplification

TASK SCHEDULING WORKSHEET

_____1.	Turn mattress	A. Daily
_____2.	Wash dishes	B. Weekly
_____3.	Clean toilet	C. As-Needed
_____4.	Clean windows	D. Seasonally
_____5.	Clean Bathroom sink	
_____6.	Clean drapes	
_____7.	Defrost Refrigerator	
_____8.	Vacuum behind furniture in living room	
_____9.	Sweep kitchen floor	
____10.	Carry out garbage	
____11.	Change bed linen	
____12.	Wash stored china, crystal, and linen	
____13.	Shampoo living room carpet	
____14.	Pick up living room clutter	
____15.	Clean kitchen counter tops	

DOMESTIC HOME CLEANING CONTRACT

1. ONE STUDENT WILL BE ASSIGNED TO EACH HOME. THEY WILL WORK IN THE HOME FOR 1½ HOURS AS AN INDEPENDENT HOUSEKEEPER WITH INSTRUCTIONS AT THE START OF THE TIME PERIOD AND EVALUATION AT THE END.
2. EACH HOME OWNER WILL DECIDE TASKS TO BE DONE IN THE HOME FROM THE SUGGESTED LIST GIVEN THEM. THE TASKS SHOULD BE ONES WHICH CAN BE COMPLETED WITHIN THE 1½ HOUR TIME.
3. ALL CLEANING SUPPLIES AND EQUIPMENT SHALL BE PROVIDED BY THE HOME OWNER. THE STUDENT WILL USE THE SUPPLIES PROVIDED, NO UNNECESSARY PURCHASES SHOULD BE MADE.
4. TASK SHEETS WILL BE FILLED OUT BY THE HOME OWNER OF THE CLEANING PROCEDURES, TYPE OF CLEANER TO USE, EQUIPMENT TO USE, OR CAUTION ITEMS.
5. FOR THE HOME OWNER'S SAFETY, ALL LIQUORS AND LARGE SUMS OF MONEY SHOULD BE PLACED IN SAFE PLACES AND NOT LEFT ON COUNTERS OR TABLES.
6. HOME OWNERS WILL EVALUATE THE STUDENT'S WORK ON THE EVALUATION FORM PROVIDED AFTER THE STUDENT HAS COMPLETED HER TASKS. ANY COMMENTS SHOULD BE LISTED WHETHER FAVORABLE OR NOT.
7. HOME OWNERS WILL NOT FEEL THIS IS A BINDING CONTRACT. IF FOR ANY REASON YOU WISH TO DISCONTINUE YOUR PARTICIPATION IN THE PROJECT OR IF ANY PROBLEMS ARISE PLEASE FEEL FREE TO DISCUSS THEM WITH THE INSTRUCTOR.
8. THE STUDENT WILL CLEAN YOUR HOME ON MONTH_____DAYS_____ _____. THE STUDENT WILL GAIN MORE KNOWLEDGE IF A DIFFERENT CLEANING TASK IS ASSIGNED EACH WEEK.

9. THE INSTRUCTOR WILL VISIT WITH YOU BEFORE THE PROJECT STARTS, DURING THE PROJECT, AND AFTER COMPLETION OF THE PROJECT.

. . . . . .

PLEASE DETACH AND RETURN

I _____ AGREE TO PARTICIPATE IN THE HOUSEKEEPING PROJECT. I UNDERSTAND AND ACCEPT THE ABOVE PROVISIONS.

_____

(NAME)

_____

(DATE)

_____

(ADDRESS AND PHONE)

STUDENT CONTRACT FOR HOME CLEANING

1. ONE STUDENT WILL BE ASSIGNED TO EACH HOME. THEY WILL WORK IN THE HOME FOR 1½ HOURS AS AN INDEPENDENT HOUSEKEEPER WITH INSTRUCTIONS AT THE START OF THE TIME PERIOD AND EVALUATION AT THE END.
2. EACH HOME OWNER WILL DECIDE TASKS TO BE DONE IN THE HOME FROM THE SUGGESTED LIST GIVEN THEM. ALL ASSIGNED TASKS WILL BE COMPLETED IN THE 1½ HOUR TIME PERIOD.
3. THE STUDENT WILL USE THE SUPPLIES PROVIDED BY THE HOMEOWNER. THEY WILL FOLLOW THE INSTRUCTIONS GIVEN ON THE TASK SHEET CONCERNING PROCEDURE, TYPE OF CLEANER, EQUIPMENT TO USE, AND ANY CAUTIONS ITEMS.
4. THE STUDENTS UNDERSTAND THAT THE HOME OWNERS AS WELL AS THE INSTRUCTOR WILL EVALUATE THEIR WORK ON THE EVALUATION FORM.
5. IF THE STUDENT FEELS ANY CONFLICT WITH THE HOME OWNER, THEY SHOULD FEEL FREE TO TALK THESE OVER WITH THE INSTRUCTOR. IF ANY UNSOLVABLE PROBLEMS ARISE, THE STUDENT MAY BE MOVED TO ANOTHER DOMESTIC HOME TO CLEAN.
6. THE STUDENT WILL CLEAN A HOME MONTH_____DATE_____ TIME_____.
7. THE STUDENT WILL WILLINGLY ACCEPT ANY TASKS ASSIGNED TO THEM BY THE HOMEOWNER AND WILL DO THEIR BEST TO COMPLETE THE TASK.
8. THE STUDENT UNDERSTANDS THE RESPONSIBLITIES OF A DOMESTIC HOUSEKEEPING ASSISTANT TO THEIR EMPLOYER AND WILL UPHOLD THEM DURING THIS HOUSEKEEPING PROJECT.

SUGGESTED STUDENT TASKS FOR DOMESTIC HOUSEKEEPING

BATHROOM:
- CLEAN TUB AND/OR SHOWER
- CLEAN TOILET
- CLEAN SINK AND MIRROR
- CLEAN FLOORS

BEDROOM:
- MAKE BEDS
- DUST AND/OR POLISH FURNITURE
- VACUUM FLOORS
- CLEAN MIRRORS

KITCHEN:
- CLEAN RIFRIGERATOR (DEFROSTING REQUIRES MORE TIME THAN 1½ HOURS, SO THIS SHOULD NOT BE ASSIGNED.)
- CLEAN STOVE TOP AND FRONT (OVEN CLEANING REQUIRES TOO MUCH TIME, UNLESS THE OVEN HAS BEEN SPRAYED WITH CLEANER THE NIGHT BEFORE.)
- CLEAN SINK AND COUNTER TOPS
- WAX OR POLISH CABINETS
- CLEAN LARGE APPLIANCES
- CLEAN FLOORS

LIVING-DINING AREAS:
- VACUUM FLOORS
- DUST AND/OR POLISH FURNITURE
- CLEAN WINDOWS
- GENERAL STRAIGHTING OF CLUTTER

LAUNDRY:
- SORTING OR CLOTHING
- WASHING OF CLOTHING
- DRYING OF CLOTHING
- FOLDING OF CLOTHING
- IRONING OF CLOTHING

OTHERS:
- PLEASE CHECK WITH THE INSTRUCTOR BEFORE ASSIGNING OTHER TASKS TO SEE IF THE STUDENTS HAVE BEEN TRAINED FOR THIS AREA.

TASK SHEET

HOME OWNER'S NAME_____

STUDENT'S NAME_____

DATE TO BE CLEANED_____

TASKS	SPECIAL INSTRUCTIONS

EVALUATION SHEET

STUDENT'S NAME_____

HOME OWNER'S NAME_____

DATE_____

SPECIAL INSTRUCTION GIVEN_____

_____

_____

TASK	FOLLOWED INSTRUCTIONS	WELL DONE	ADEQUATELY DONE	NEED TO DO OVER

COMMENTS:_____

_____

_____

_____

_____

STUDENT'S NAME_____

HOME_____

DATE_____

TASK	WELL CLEANED	SATISFACTORY	NEEDS TO BE DONE
1. BEDROOM			
DUSTING FURNITURE			
MAKING BED			
FLOOR			
2. BATHROOM			
TOILET			
TUB OR SHOWER			
SINK			
MIRRORS			
FLOOR			
3. LIVING ROOM			
DUSTING/POLISHING			
VACUUMING FURNITURE			
FLOORS			
WINDOWS			
4. KITCHEN			
APPLIANCES			
CABINETS			
RANGE			
REFRIGERATOR			
SINK			
5. OTHER AREAS			

COMMENTS:_____

HOW MANY HAZARDS CAN YOU SPOT?

Courtesy of Procter and Gamble Educational Services

REFERENCE LIST

REFERENCE LIST

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FOOD SERVICE

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REFERENCES

UNIT OBJECTIVES

STUDENTS WILL BE ABLE TO:

1. IDENTIFY DIFFERENT TYPES OF FOOD SERVICE BUSINESSES AND POSITIONS.
2. PRACTICE GOOD CHARACTERISTICS THAT ARE NEEDED TO GET ALONG WITH PEOPLE AND SELF.
3. READ AND USE A RECIPE USING CORRECT TERMS AND PROCEDURES.
4. MEASURE INGREDIENTS IN A RECIPE PROPERLY.
5. RECOGNIZE AND USE ABBREVIATIONS IN RECIPES.
6. CORRECTLY IDENTIFY KITCHEN EQUIPMENT USED IN FOOD PREPARATION.
7. FOLLOW PERSONAL CLEANLINESS RULES IN ORDER TO BE SANITARY AND HAVE A WELL-GROOMED LOOK.
8. PROPERLY HANDLE EQUIPMENT, SUPPLIES, AND FOOD TO ENSURE SANITATION AND SAFETY IN THE KITCHEN.
9. IDENTIFY AND POSSIBLY PERFORM DUTIES THAT A WAITER/WAITRESS IS RESPONSIBLE FOR.
10. PROPERLY IDENTIFY AND USE DISHES, GLASSES, AND FLATWARE USED IN A COVER.
11. RECOGNIZE AND FOLLOW RESPONSIBILITIES AND PROCEDURES OF BUSSING.
12. HELP A HEAD BAKER PREPARE BREADS.
13. PREPARE BEVERAGES SUCH AS COFFEE, TEA, AND HOT CHOCOLATE.
14. PREPARE VEGETABLES FOR USE IN A SALAD.
15. RECOGNIZE AND PREPARE DIFFERENT TYPES OF SALADS.
16. MAKE HOT AND COLD SANDWICHES FOLLOWING SANITATION AND SAFETY RULES AND TO ENSURE QUALITY AND FRESHNESS.
17. DEMONSTRATE WASHING OF DISHES BY HAND OR MACHINE.

FOOD SERVICE INDUSTRY

MOST STUDENTS EAT LUNCH AT SCHOOL OR IN A NEAR-BY SNACK BAR, DRIVE-IN, OR OTHER EATING PLACE SERVING QUICK FOODS. ANY PLACE WHERE YOU EAT "AWAY FROM HOME" IS A PART OF THE FOOD SERVICE INDUSTRY.

TODAY FOOD SERVICE IS THE NATION'S FASTEST GROWING BUSINESS. OVER 3.7 MILLION MEN AND WOMEN WORK IN FOOD SERVICE. IN THE UNITED STATES MORE THAN 38 BILLION MEALS ARE EATEN OUTSIDE THE HOME. MORE THAN 45 BILLION DOLLARS ARE SPENT ON MEALS OUTSIDE THE HOME YEARLY.

THERE ARE MANY DIFFERENT TYPES OF FOOD SERVICE BUSINESSES. THE MOST COMMON TYPES OF FOOD SERVICE ARE AS FOLLOWS:

1. <u>FAST FOOD</u>
   - A. OFFERS LIMITED FOOD CHOICES
   - B. FOOD IS READY-TO-EAT
   - C. FOOD IS PUT IN THROW AWAY CONTAINERS
   - D. NO WAITRESS SERVICE
   - E. CUSTOMER CLEANS OFF TABLE HE USES

2. <u>SINGLE LINE</u>
   - A. MENUS PUBLISHED ONE WEEK IN ADVANCE

B. USUALLY TWO MEATS ARE SERVED, VEGETABLE AND DESSERT CHOICES

C. SERVED ON TRAYS WHICH CUSTOMER'S CARRY TO THE DISHROOM WINDOW

D. USED BY CAFETERIAS, DRUGSTORES, SCHOOLS AND FACTORIES

3. Self Service

A. READY-TO-EAT FOOD WRAPPED IN THROW AWAY CONTAINERS

B. SHOWN BEHIND WINDOWS IN VENDING MACHINES

C. MICRO-WAVE OVENS SOMETIMES AVAILABLE FOR HEATING FOOD

4. Table Service

A. MOST EXPENSIVE

B. CUSTOMERS ARE SEATED BY HOSTESS. FOOD ORDER IS TAKEN BY A WAITER OR WAITRESS. DIRTY DISHES ARE REMOVED BY THE WAITRESS OR BUSBOY

C. COST OF THE MEAL INCLUDES:

1. PRICE OF FOOD
2. SALARIES OF COOKS, WAITRESS, BUS PERSON, HOSTESS
3. DISHROOM HELPERS
4. BUILDING RENT
5. UPKEEP OF BUILDING

5. Special Service

A. ROOM SERVICE - ORDERS ARE PLACED BY PHONE AND MEALS ARE BROUGHT TO THE ROOM ON A TRAY

B. FLIGHT SERVICE - STEWARDESSES SERVE READY-TO-EAT MEALS ON TRAYS DURING THE FLIGHTS

C. CATERING - READY-TO-EAT FOOD IS SERVED AT PICNICS OR PARTIES. THE CATERER SETS UP THE MEAL AND DOES THE CLEAN-UP AFTER THE MEAL

D. CARRY-OUT FOODS - ORDERS ARE TAKEN OVER THE PHONE AND THE FOOD IS DELIVERED AT THE CUSTOMER'S HOME BY THE DELIVERY SERVICE

VOCABULARY WORDS

FOOD SERVICE - A PUBLIC PLACE WHICH SERVES FOOD

MENU - A LIST OF FOOD ITEMS TO BE SERVED

MICRO-WAVE OVEN - COOKS FOOD FAST BY MICRO-WAVES

READY-TO-EAT - CAN BE EATEN FROM THE PACKAGE BECAUSE IT IS ALREADY COOKED

VENDING MACHINE - MONEY IS PUT INTO MACHINES AND A SELECTION OF FOOD IS MADE BY PUSHING BUTTONS

MATCHING TEST

READ THE STATEMENT IN COLUMN I. SELECT THE BEST ANSWER FROM COLUMN II AND WRITE ITS LETTER IN BLANK IN FRONT OF THE STATEMENT.

COLUMN I	COLUMN II
_____ 1. WAITRESS TAKES YOUR ORDER AND BRINGS YOUR FOOD TO YOU.	A. FAST FOOD
_____ 2. READY-TO-EAT FOOD IS PURCHASED FROM MACHINES.	B. SINGLE LINE
_____ 3. FOOD IS SERVED BY AN AIRLINE STEWARDRESS DURING THE PLANE TRIP.	C. SELF SERVICE
_____ 4. CUSTOMERS WALK THROUGH A LINE AND MAKE THEIR SELECTIONS THEN CARRY THEM ON A TRAY TO A TABLE.	D. TABLE SERVICE
_____ 5. CUSTOMERS CHOOSE FROM READY-TO-EAT FOOD IN DISPOSABLE CONTAINERS AND DO THEIR OWN CLEAN-UP.	E. ROOM SERVICE
_____ 6. FOOD IS ORDERED BY PHONE AND DELIVERED TO YOUR HOME.	F. FLIGHT SERVICE
_____ 7. A FOOD SERVICE PREPARES AND DELIVERS FOOD FOR A PARTY OR PICNIC.	G. CARRY-OUT
_____ 8. PEOPLE STAYING IN A MOTEL MAY ORDER FOOD BY PHONE FROM THIS SERVICE.	H. CATERED

_____ 1.	Coke and candy machines	A. Fast Food
_____ 2.	Riverside	B. Single Line
_____ 3.	Holiday Inn Restaurant	C. Self service
_____ 4.	McDonald's	D. Table service
_____ 5.	School cafeteria	E. Room service
_____ 6.	Trans-World Airlines Restaurant	F. Flight service
		G. Carry out
_____ 7.	Pizza Hut	H. Catered
_____ 8.	Ramada preparing food for a picnic	

FOOD SERVICE POSITIONS

THE FOOD SERVICE EMPLOYES ABOUT 250,000 NEW WORKERS EACH YEAR. FOOD SERVICE HAS MANY JOB CHOICES TO PICK FROM. JOBS CAN BE FOUND WITH ANY AGE GROUP IN HOSPITALS, NURSING HOMES, SCHOOLS, HOTELS, MOTELS, INSITIUTIONS, FACTORIES, SNACK-BARS, DRIVE-INS, AND RESTAURANTS. THE HOURS OF WORK COULD BE PART-TIME, FULL-TIME, MORNINGS, AFTERNOONS, EVENINGS, NIGHTS, OR JUST WEEKENDS.

EVERY JOB IN FOOD SERVICE IS IMPORTANT AND EVEN THE BEGINNING JOBS REQUIRE SOME ON-THE-JOB TRAINING IN BASIC SKILLS. THIS GUIDE HELPS TO PREPARE STUDENTS FOR JOBS AS:

SALAD PERSON
SANDWICH MAKER
BAKER'S HELPER
WAITER OR WAITRESS
BUS PERSON
DISHWASHER
FOUNTAIN PERSON

HUMAN RELATIONS

EVERY RESTAURANT EMPLOYES MANY PEOPLE TO HELP IT SERVE THE PUBLIC. EACH PERSON MUST COOPERATE WITH THE OTHERS FOR THE RESTAURANT TO RUN SMOOTHLY. FOLLOWING ARE SOME RULES TO HELP THE RESTAURANT RUN SMOOTHLY:

1. RELATIONS WITH FELLOW WORKERS
   - A. LEARN NAMES OF PEOPLE YOU WORK WITH AND USE THEIR NAMES, NOT NICKNAMES
   - B. TAKE AN INTEREST IN THEIR FAMILIES AND WHAT THEY LIKE
   - C. BE A GOOD LISTENER

2. RELATIONS WITH EMPLOYER
   - A. KNOW WHAT IS YOUR JOB
   - B. KNOW HOW TO DO YOUR JOB
   - C. DO A DAY'S WORK FOR A DAY'S PAY
   - D. BE ON TIME AND READY TO GO TO WORK
   - E. ASK QUESTIONS IF YOU NEED HELP
   - F. TELL THE TRUTH
   - G. ALWAYS DO THE BEST YOU CAN

3. RELATIONS WITH CUSTOMERS
   - A. BE CHEERFUL, SMILE, BE FRIENDLY
   - B. BE COURTEOUS
   - C. DO YOUR JOB WELL
   - D. HAVE "BUSINESS LIKE" ATTITUDE
   - E. GIVE SINCERE ATTENTION
   - F. TAKE PRIDE IN HOW YOU TREAT CUSTOMERS

4. RELATIONS WITH YOURSELF

A. ADMIT YOUR MISTAKES WITHOUT MAKING EXCUSES FOR THEM

B. MAKE YOUR JOB INTERESTING

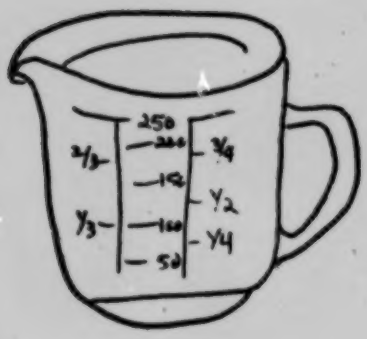
C. BE DEPENDABLE

D. BE LOYAL TO YOUR EMPLOYER AND TO FELLOW WORKERS

E. REALIZE EVERYONE MAKES MISTAKES

F. BE TRUSTWORTHY

KITCHEN EQUIPMENT



Liquid Measuring Cups:

Used to measure liquids such as milk, water, and corn syrup

Dry Measuring Cups:

Used to measure dry ingredients such as flour, sugar, and brown sugar.

Measuring Spoons:

Used to measure from ¼ teaspoon to one tablespoon of liquids or dry ingredients.

SIFTER:

USED TO SIFT FLOUR AND TO BLEND DRY INGREDIENTS.

KITCHEN SHEARS:

USED TO CUT GARNISHES, TRIM PIE CRUST, AND MANY OTHER JOBS.

WIRE WHIP OR WHISK:

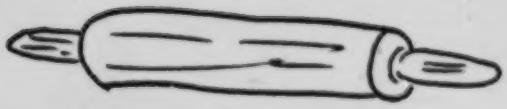
USED FOR WHIPPING EGGS OR BATTER, AND FOR BLENDING GRAVIES, SAUCES, AND SOUPS.

ROTARY EGGBEATER:

USED FOR BEATING SMALL AMOUNTS OF EGGS OR BATTER.

PASTRY BLENDER:

USED TO CUT SHORTENING INTO FLOUR FOR PIE CRUSTS AND BISCUITS.



ROLLING PIN:

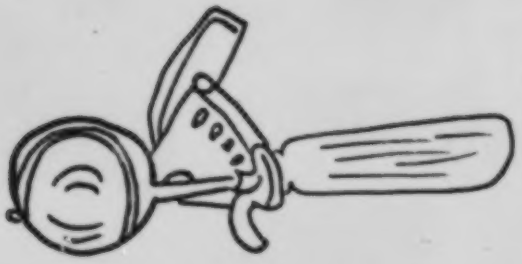
USED TO ROLL OUT COOKIES, ROLLS, AND PIE CRUSTS. IT IS MADE OF WOOD OR PLASTIC.

BASTING BRUSH:

USED TO BRUSH MELTED BUTTER OR SAUCES ON BREAD PRODUCTS OR MEAT

GRATER:

USED TO GRATE, SHRED OR SLICE, FOODS SUCH AS CARROTS, CABBAGE, AND CHEESE.

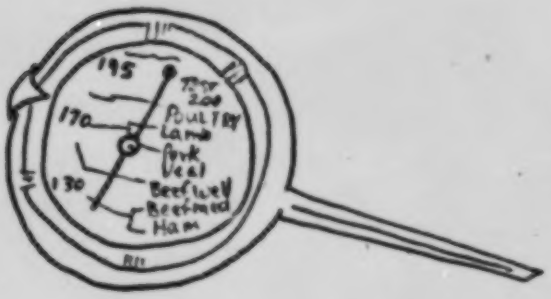


DIPPER OR SCOOP:

USED TO MEASURE SERVINGS OF SOFT FOOD, SUCH AS FILLINGS, ICE CREAM, AND MASHED POTATOES.

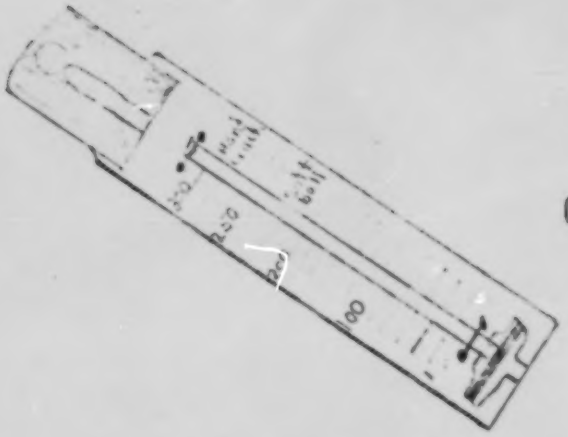
MELON BALLER:

USED TO CUT SOFT FRUIT SUCH AS MELONS, INTO BALLS FOR FRUIT CUPS OR SALADS.



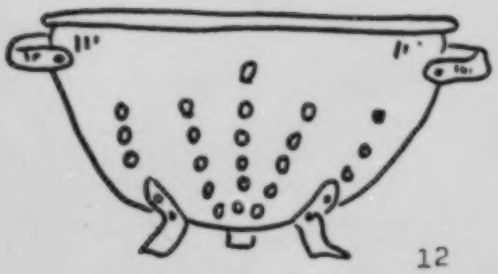
MEAT THERMOMETER:

USED TO CHECK THE INTERNAL TEMPERATURE OF ROASTS AND POULTRY WHILE COOKING.



CANDY THERMOMETER:

USED TO CHECK TEMPERATURES FOR DEEP FAT FRYING, CANDY, AND JELLY.



COLANDER:

USED TO RINSE AND DRAIN SALAD GREENS AND BERRIES, AND TO DRAIN MANY COOKED FOODS.

SAUCEPAN:

USED FOR COOKING SAUCES, VEGETABLES, AND MANY OTHER FOODS,

DOUBLE BOILER:

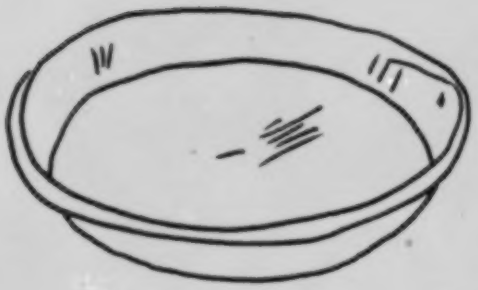
USED WHEN TEMPERATURES MUST BE KEPT BELOW BOILING, SUCH AS FOR EGG SAUCES, PUDDINGS, MELTING CHOCOLATE.

DUTCH OVENS:

USED FOR BRAISING MEATS AND POULTRY.

CAKE PANS:

USED TO MAKE ROUND LAYER FOR CAKES.



PIE PANS:

USED FOR BAKING PIES

COOKIE SHEETS:

USED FOR COOKIES, ROLLS, AND BISCUITS.

TONGS:

USED TO TURN MEATS ON A GRILL OR TO SERVE FOOD.

MEAT FORK:

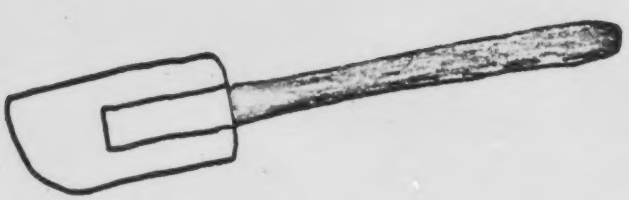
USED TO TURN MEATS WHILE COOKING OR TO HOLD MEATS WHILE THEY ARE BEING CUT.

SOLID BASTING SPOON:

USED TO STIR ALL LIQUID FOODS SUCH AS GRAVIES, OR JELLY. ALSO USED TO SPOON SAUCE OR BUTTER ON ROASTING MEATS.

VEGETABLE PEELER:

USED TO PEEL VEGETABLES AND FRUIT SUCH AS CARROTS, POTATOES, AND APPLES.

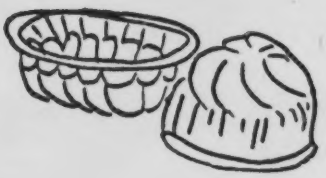


RUBBER SCRAPER:

USED TO MIX INGREDIENTS AND TO REMOVE FOOD FROM A CONTAINER

PIZZA PANS:

USED FOR BAKING PIZZA.

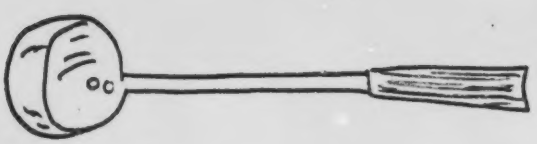


SALAD MOLDS:

USED FOR GELATIN SALADS AND DESERTS.

SLOTTED SPOON:

USED FOR STIRRING AND SERVING VEGETABLES IN JUICE.

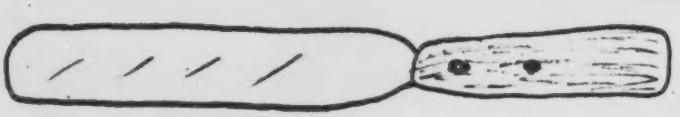


LADLE:

USED TO SERVE FOODS IN LIQUID SUCH AS STEWS, CHILI AND SOUPS.

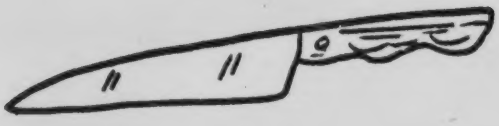
TURNER:

USED TO TURN FRYING FOODS TO BROWN BOTH SIDES SUCH AS PAN CAKES AND HAMBURGERS.



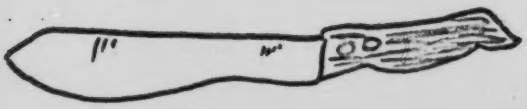
SPATULA:

USED TO LEVEL INGREDIENTS WHEN MEASURING AND TO LOOSEN FOOD FROM PANS



FRENCH KNIFE:

USED TO CHOP, DICE, OR MINCE FOOD.

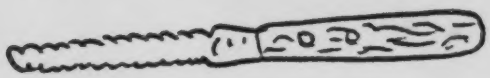


BUTCHER KNIFE:

USED TO CUT RAW MEAT, POULTRY, AND FISH.

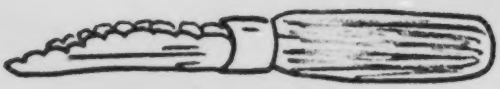
PARING KNIFE:

USED TO CUT FRUITS AND VEGETABLES.



GRAPEFRUIT KNIFE:

USED TO CUT CITRUS FRUIT. HAS A TWO-SIDED, SERRATED EDGE.



APPLE CORER:

USED TO CUT THE CORE OUT OF APPLES AND TO PEEL THE SKINS.

MEASURING

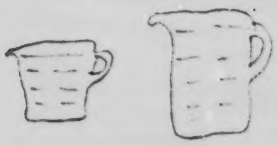
EVERY RECIPE HAS MEASUREMENTS. THESE MEASUREMENTS TELL "HOW MUCH" OF EACH FOOD IS NEEDED. BE CAREFUL WHEN MEASURING. USE THE RIGHT AMOUNT - NOT TOO MUCH AND NOT TOO LITTLE.

SOME EQUIPMENT USED FOR MEASURING FOOD ARE:

1. TEASPOONS

2. TABLESPOON

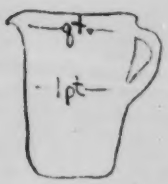
3. CUP
   A. LIQUID



   B. DRY

4. PINT

5. QUART



6. GALLON

How To Measure

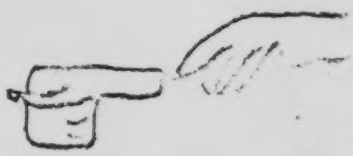
A. How to measure dry ingredients like flour

1. Use metal or plastic dry measuring cups
2. Spoon the flour, sugar or other dry ingredient into the measuring cup until it heaps up over the top
3. Level off the top with a spatula.

B. How to measure brown sugar

1. Use metal or plastic dry measuring cups
2. Pack brown sugar into the cup
3. Level off with spatula

Note: You may have to roll out the lumps before you measure.



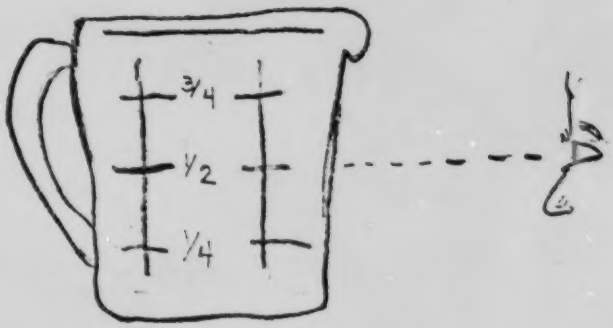
C. How to measure small amounts

1. Use measuring spoons
2. Fill the spoon with the ingredient
3. Level dry ingredients off with spatula

Note: Measure over waxed paper or sink.

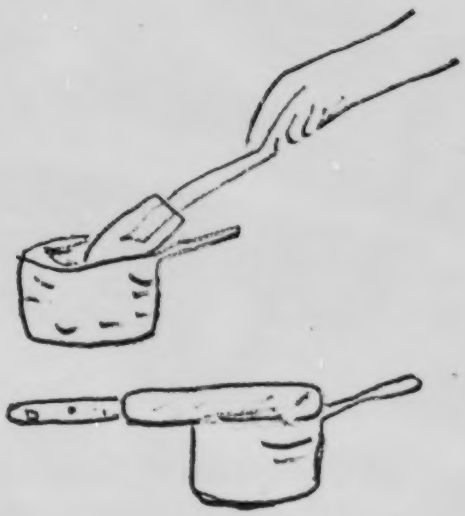
D. How to measure liquid

1. Use glass or plastic measuring cups
2. Place cup on flat table
3. Fill to amount needed
4. Check measurement at eye level



E. How to measure shortening

1. Use dry measuring cup
2. Use rubber scraper to spoon shortening into measuring cup
3. Make sure all air spaces are out
4. Level off with spatula
5. Take shortening out with a rubber scraper



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ABBREVIATIONS USED IN RECIPES:

TEASPOON - t. or tsp.

TABLESPOON - T. OR TBSP.

CUP - C.

PINT - PT.

QUART - QT.

GALLON - GAL.

POUND - LB. OR #

OUNCE - OZ.

INFORMATION NEEDED FOR MEASURING:

3t.= 1 T.

16 T. = 1 CUP

2 C. = 1 PT.

2 PT. = 1 QT.

4 QT. = 1 GAL.

16 OZ. = 1 LB.

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SUGGESTED ACTIVITIES

1. SET UP STATIONS IN THE ROOM ON TABLES. HAVE INSTRUCTIONS AT EACH STATION FOR MEASURING A CERTAIN AMOUNT OF INGREDIENTS. HAVE A STUDENT WORK AT EACH STATION AND TAKE TURNS AROUND THE ROOM.

2. TO SHOW EQUIVALENTS, MEASURE 2 CUPS TO GET A PINT, 3 TEASPOONS TO GET A TABLESPOON, ETC.

3. FIND SOME EASY RECIPES, READ THROUGH THEM AND MEASURE THE INGREDIENTS TO MAKE THE RECIPE.

RECIPE READING

1. Words To Know

A.	RECIPE	STEP BY STEP DIRECTIONS FOR PREPARING FOOD TO EAT
B.	INGREDIENTS	ALL FOOD AND SEASONINGS USED IN A RECIPE
C.	COOKING	PREPARING FOOD BY USING HEAT
D.	YIELD	THE NUMBER OF SERVINGS THE RECIPE MAKES
E.	NUTRIENTS	VERY SMALL PIECES OF FOOD WHICH THE BODY MUST HAVE TO LIVE

2. Reasons For Cooking

A. TO MAKE FOOD LOOK BETTER

B. TO MAKE FOOD TASTE BETTER

C. TO MAKE FOOD EASIER TO EAT

D TO MAKE THE BODY USE IT

E. TO KILL ANY HARMFUL GERMS OR BACTERIA

3. Always use a tested recipe. You can get tested recipes from:

- COOK BOOKS
- MAGAZINES
- BROCHURES
- LABELS
- NEWSPAPERS
- FRIENDS

4. Steps to follow a recipe:

A. READ THROUGH THE RECIPE BEFORE STARTING

B. COLLECT ALL INGREDIENTS NEEDED

C. COLLECT ALL NEEDED EQUIPMENT PIECES

D. GO OVER COOKING TERMS AND DIRECTIONS

E. INCREASE OR DECREASE INGREDIENTS IF NECESSARY

F. ALLOW ENOUGH TIME TO MAKE THE RECIPE

G. FOLLOW INSTRUCTIONS:

1. MEASURE ACCURATELY
2. COMPLETE EACH STEP OF THE RECIPE

PARTS OF A GOOD RECIPE

1. NAME OF RECIPE
2. AMOUNTS AND INGREDIENTS LISTED IN ORDER WITH FIRST USED ITEMS FIRST
3. STEP BY STEP DIRECTIONS
4. COOKING TEMPERATURE
5. YEILD - OR HOW MUCH IT MAKES
6. EQUIPMENT NEEDED
7. TIME NEEDED TO COOK
8. SERVING OR STORAGE SUGGESTIONS

RECIPE WORKSHEET

USE THE FOLLOWING RECIPE TO ANSWER THE QUESTIONS:

MARSHMELLOW POPCORN BALLS

12 CUPS POPPED CORN

6 TABLESPOONS BUTTER OR MARGARINE

3 CUPS TINY MARSHMELLOWS

1½ TABLESPOON OF RASPBERRY FLAVORED GELATIN

PICK OVER POPPED CORN, THROW AWAY ALL HARD KERNALS.

KEEP POPPED CORN WARM IN 225° F OVEN

IN SAUCEPAN MELT BUTTER OR MARGARINE OVER MEDIUM HEAT.

ADD MARSHMELLOWS, STIR UNTIL MELTED.

BLEND IN RASPBERRY FLAVORED GELATIN.

POUR OVER POPPED CORN, MIXING WELL.

WITH BUTTERED HANDS, FORM INTO BALLS, COOL FOR 10-15 MINUTES.

WRAP IN WAXED PAPER.

MAKES 12 MEDIUM (3 INCH) OR 18 SMALL (2 INCH) BALLS.

QUESTIONS TO ANSWER:

1. WHAT IS THE NAME OF THE RECIPE?

2. LIST THE FIRST TWO INGREDIENTS WITH THE AMOUNTS NEEDED.

3. PLACE A NUMBER ONE (1) BY STEP ONE OF THE DIRECTIONS IN THE RECIPE, A NUMBER TWO (2) BY STEP TWO AND SO ON.

4. HOW MANY POPCORN BALLS WILL THIS RECIPE MAKE?

5. LIST FIVE (5) PIECES OF EQUIPMENT NEEDED.

QUIZ
PARTS OF A GOOD RECIPE

NAME_____

CHOOSE THE CORRECT WORD OR WORDS

(1) _____

(2) _____: 6 SERVINGS

_____

_____ (3) _____

_____

_____

BEAT ... _____

COOK AT MEDIUM HEAT (5) _____

_____ } (4) _____

COOK FOR 10-15 MINUTES (6) _____

_____

_____

HINT: SPRINKLE POWDERED SUGAR ON TOP AND STORE IN A COVERED CONTAINER (7) _____

WORDS TO CHOOSE FROM:

STEP BY STEP DIRECTIONS

TIME NEEDED TO COOK

INGREDIENTS AND AMOUNTS

COOKING TEMPERATURE

NAME OF THE RECIPE

SERVING OR STORAGE DIRECTIONS

YIELD

ANSWERS TO QUIZ
PARTS OF A GOOD RECIPE

1. NAME OF THE RECIPE
2. YIELD
3. INGREDIENTS AND AMOUNTS
4. STEP BY STEP DIRECTION
5. COOKING TEMPERATURE
6. TIME NEEDED TO COOK
7. SERVING OR STORAGE DIRECTIONS

FRENCH TOAST

YIELD: 3 TO 6 SERVINGS

3 EGGS, SLIGHTLY BEATEN
3/4 CUP MILK
1/4 TEASPOON SALT
1 TABLESPOON SUGAR
6 SLICES DAY-OLD BREAD
4 TABLESPOONS BUTTER OR MARGARINE

BEAT EGGS SIGHTLY, ADD MILK, SALT AND SUGAR, STIR.

HEAT BUTTER IN SKILLET UNTIL BUBBLY BUT NOT BROWN.

POUR 1/2 OF EGG MIXTURE INTO A FLAT, SHALLOW DISH (LIKE A PIE PLATE). THIS AMOUNT WILL COAT 3 BREAD SLICES.

QUICKLY DIP BREAD SLICES, ONE AT A TIME, INTO EGG MIXTURE, TURNING SLICE ONCE - SO BREAD IS MOIST BUT NOT TOO SOFT TO HANDLE. USE A FORK OR A PANCAKE TURNER WHEN TURNING BREAD SLICE, AND WHEN REMOVING EACH SLICE FROM EGG MIXTURE. DRAIN EACH SLICE WELL BEFORE COOKING.

PLACE EACH WILL-DRAINED BREAD SLICE IN SKILLET; BROWN OVER MEDIUM HEAT UNTIL UNDERSIDE IS GOLDEN BROWN. THEN TURN EACH BREAD SLICE AND BROWN UNTIL THE UNDERSIDE IS GOLDEN BROWN. ADD MORE BUTTER IF MORE IS NEEDED.

SERVE RIGHT AWAY WITH SYRUP, HONEY, JELLY OR CONFECTIONERS' SUGAR.

CLASS ACTIVITIES

1. COLLECT RECIPE EXAMPLES FROM NEWSPAPERS, MAGAZINES, COOKBOOKS, BROCHURES, AND LABELS. COMPARE THEM TO THE EIGHT PARTS OF A GOOD RECIPE.

2. UNSCRAMBLE GAME. TYPE PARTS OF A RECIPE ON DIFFERENT PIECES OF PAPER. STUDENTS WILL PLACE THE PARTS IN ORDER USING THE EIGHT PARTS OR A GOOD RECIPE AS A GUIDE.

3. DISCUSS RECIPE FILES THEIR PURPOSE, ORGANIZATION AND CONVENIENCE. HAVE STUDENTS START A RECIPE FILE OR NOTEBOOK.

4. FILL IN THE RECIPE WORKSHEET.

5. HAVE STUDENTS PREPARE SOME RECIPES. POPCORN BALLS AND FRENCH TOAST ARE INCLUDED HERE. GO OVER EACH RECIPE, DISCUSS THE PARTS, AND FOLLOW THE DIRECTIONS TO MAKE IT.

SAFETY AND SANITATION

SANITATION MEANS CLEANLINESS. IN FOOD SERVICE THIS MEANS CLEAN AND HEALTHY WORK HABITS. SANITATION HELPS TO STOP THE GROWTH AND SPREAD OF GERMS IN THE FOOD WHICH IS SERVED.

1. PERSONAL CLEANLINESS OF FOOD SERVICE WORKERS STOPS THE SPREADING OF HARMFUL GERMS. IT IS A DUTY OF THE FOOD SERVICE WORKER TO HAVE GOOD PERSONAL CLEANLINESS.
   A. FOOD SERVICE WORKERS SHOULD ALWAYS WASH HANDS WITH SOAP AND HOT WATER. USE THE SPECIAL HAND-WASHING SINK CLOSE TO THE FOOD AREA AND NOT THE SINK FOR FOOD PREPARATION. THE TIMES YOU SHOULD WASH YOUR HANDS ARE:
      1. BEFORE YOU BEGIN WORK
      2. BEFORE YOU HANDLE FOOD
      3. AFTER YOU VISIT THE RESTROOM
      4. AFTER YOU HANDLE RAW, UNWASHED FOOD
      5. AFTER YOU COUGH, SNEEZE, BLOW YOUR NOSE, OR TOUCH YOUR FACE OR HAIR
   B. ALWAYS WEAR A CLEAN, FRESH APRON AND UNIFORM.
   C. DO NOT WEAR JEWELRY OR FINGER NAIL POLISH.
   D. DO NOT HANDLE FOOD OR UTENSILS IF YOU HAVE A COLD, SORE THROAT, SKIN INFECTION, OR OPEN CUTS OR SORES ON HANDS.

E. USE CLEAN UTENSILS INSTEAD OF HANDS IN HANDLING FOODS.

F. HAVE REGULAR PHYSICAL CHECKUPS.

G. DO NOT SMOKE IN THE KITCHEN AREA.

2. FOOD SERVICE WORKERS SHOULD DEVELOP SANITARY HABITS IN HANDLING EQUIPMENT, SUPPLIES, AND FOOD.

A. USE CLEAN SPOONS FOR TASTING FOOD.

B. NEVER LICK YOUR FINGERS. DO NOT NIBBLE CRUMBS.

C. SCRAPE LEFTOVER FOODS FROM PLATES WITH RUBBER SCRAPERS, NOT HANDS.

D. KEEP FOOD COVERED.

E. HANDLE UNCOOKED FOODS SEPARATELY FROM COOKED FOODS.

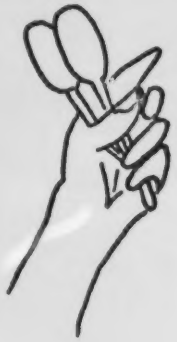
F. SERVE FOOD AS SOON AS POSSIBLE

G. KEEP HOT FOODS HOT - 140 DEGREES OR HIGHER.

H. KEEP COLD FOODS COLD - REFRIGERATE AT 45 DEGREES OR LOWER.

3. PROPER HANDLING OF FOOD AND EATING EQUIPMENT BY THE FOOD SERVICE WORKER HELPS TO STOP THE SPREAD OF GERMS.

A. DO NOT TOUCH THE "EATING" PARTS OF FORKS, KNIVES, OR BOWLS OR SPOONS. DO NOT TOUCH THE RIMS OF GLASSES AND CUPS.



B. USE THROW AWAY PLASTIC GLOVES, TONGS, OR SCOOPS WHEN SERVING ICE CUBES, BUTTER, ROLLS, OR PASTRIES.

C. DO NOT USE DISHES OR GLASSWARE WITH CRACKS. HARMFUL GERMS CAN GROW IN THE CRACKS.

D. REPORT ANY FOOD THAT DOESN'T LOOK GOOD TO EAT.

4. CLEANING OF EQUIPMENT AND DISPOSAL OF FOOD HELPS FIGHT THE SPREAD OF GERMS.

A. KEEP CUTTING BOARDS, WORK AREAS, AND COUNTER TOPS CLEAN. WHEN NOT MAKING FOOD, CLEAN SURFACES WITH DETERGENT AND FINALLY USE A DISINFECTANT.

B. KEEP PAPER AND FOOD OFF THE FLOOR AT ALL TIMES.

C. BE SURE TO HAVE ENOUGH GARBAGE CONTAINERS OR CANS.

D. WIPE UP ALL SPILLS.

E. DO NOT SWEEP FLOORS WHILE FOOD IS BEING PREPARED.

F. WASH EVERYTHING THAT COMES IN CONTACT WITH FOOD. USE HOT WATER, SOAP, AND SANITIZER.

G. RINSE POTS AND PANS AFTER USING.

H. WASH POTS, PANS, AND HAND TOOLS IN HOT WATER WITH SOAP. RINSE AND SANITIZE, AIR DRY. STORE POTS AND PANS UPSIDE DOWN OR COVERED.

I. WASH AND RINSE DISHES WITH HOT WATER, SANITIZE. REMOVE DISHES AND STORE ON RACKS OR SHELVES BEING CAREFUL NOT TO TOUCH THEM.

J. CLEAN ALL EQUIPMENT AFTER USING. FOLLOW THE EMPLOYERS DIRECTIONS FOR CLEANING.

K. THROW AWAY ALL OPENED PAPER CONTAINERS OF SALT, SUGAR, PEPPER, KETCHUP, ETC., AND ANY UNSEALED FOOD ITEMS THAT ARE RETURNED FROM THE DINING AREA.

WAITING ON TABLES

A WAITER/WAITRESS STANDS AS A SYMBOL OF A RESTAURANT. THROUGH THEIR ABILITIES AND PERSONALITIES THEY CAN MAKE OR BREAK A RESTAURANT BY THE WAY THEY TREAT THEIR CUSTOMERS. A WARM GREETING AND SMILE MAKES CUSTOMERS FEEL WELCOME AND GLAD THEY CHOSE YOUR RESTAURANT. GOOD FIRST IMPRESSIONS ARE IMPORTANT, FOR A CUSTOMER OFTEN JUDGES THE ENTIRE RESTAURANT BY THE WAITER/WAITRESS.

APPEARANCE

SINCE FIRST IMPRESSIONS ARE IMPORTANT, PERSONAL APPEARANCE SHOULD BY YOUR FIRST CONCERN. FOLLOWING ARE SOME GUIDELINES FOR A WELL-GROOMED LOOK.

1. CLEAN SUITABLE CLOTHING. YOUR RESTAURANT MAY REQUIRE A UNIFORM, IF NOT, YOUR CLOTHING SHOULD BE LOOSE ENOUGH TO ALLOW FREE BODY MOVEMENT WITHOUT CATCHING ON EQUIPMENT. AS A RULE, SHORT SLEEVES ARE BEST. WIDE FULL SKIRTS TEND TO GET IN THE WAY.
2. GOOD POSTURE. WHEN STANDING, WALKING OR SITTING, A GOOD POSTURE MAKES YOU LOOK BETTER AND HELPS TO KEEP YOU FROM TIRING SO SOON.
3. HAIR. CLEAN, NEATLY COMBED HAIR WITH A STYLE WHICH KEEPS THE HAIR OFF THE FACE AND OUT OF THE EYES IS BEST.
4. EYES. EYES SHOULD BE CLEAR AND FREE FROM HEAVY DARK CIRCLES WHICH SHOW LOSS OF SLEEP. USE ONLY SMALL AMOUNTS OF EYE MAKEUP.

5. Teeth. Brush your teeth two times a day, and use a mouthwash.
6. Complexion. Your skin should be clean and free from blemishes. Remember daily washing of the face, proper food, sleep and exercise are necessary for a clean, blemish free complexion.
7. Hands. Clean your nails every day, and keep them well manicured. Avoid wearing bright colored nail polish.
8. Shoes. Well fitted, comfortable shoes are a waiter/waitress's best friend. Wear low heeled shoes with rubber soles. Clean and polish your shoes when they need it.

PERSONAL APPEARANCE REQUIREMENTS

1. CLEAN HAIR
2. CLEAN TEETH
3. CLEAN CLEAR SKIN
4. BODY CLEANLINESS
5. CLEAN NEATLY PRESSED UNIFORM
6. SLEEP AND EXERCISE
7. CLEAN HANDS AND NAILS
8. PROPER SHOES

DUTIES

A WAITER/WAITRESS SHOULD ARRIVE AT WORK 30 TO 45 MINUTES BEFORE WORK IS TO START. BY ARRIVING EARLY HE/SHE CAN CHECK HIS/HER STATION AND GET ORGANIZED BEFORE THE TIME TO WAIT ON TABLES STARTS. FOLLOWING ARE A LIST OF THINGS THE WAITER/WAITRESS SHOULD DO TO GET HER STATION ORGANIZED:

- CHECK COFFEE POTS FOR CLEANLINESS, FILL AND BREW THE COFFEE.
- CHECK TABLES, WIPE OFF AND FILL SALT, PEPPER, SUGAR, CATSUP, CREAM, NAPKIN CONTAINERS, AND ANY OTHER CONDIMENTS.
- WIPE OFF CHAIRS, ARRANGE MENUS.
- CHECK AND FILL STATIONS WITH CUPS, GLASSES, SILVERWARE, NAPKINS, AND STRAWS.
- EMPTY BUS PANS AND WIPE OUT ANY SPILLS.
- CHECK BEVERAGE MACHINES FOR LIQUID LEVELS.
- DURING SLOW PERIODS OF WORK A WAITER/WAITRESS MAY BE ASKED TO DO EXTRA CLEANING JOBS. THESE JOBS ARE CALLED "SIDE WORK". HERE ARE SOME EXAMPLES OF SIDE WORK.
- REFILLING TABLE CONTAINERS, WIPE THEM OFF AND RETURN TO TABLES.
- WIPE DOWN WAITRESS STATIONS AND RESTOCK FROM SUPPLIES.
- WASH AND RESTOCK DISPLAY CASE.
- DUST ROOM DECORATIONS.

TABLE WAITING

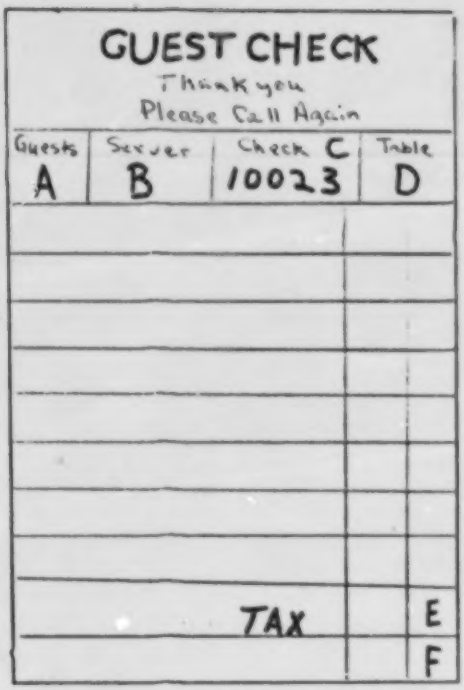
When waiting on customers, many different trips to the table may be required. Delivery of small items such as bread, butter and bottled sauces may be combined to save time and energy. After delivering items to one table stop at a second table to check on items that are needed. Try not to make many unnecessary trips.

Some necessary trips a waiter/waitress should make to the customers table are:

1. To deliver water glasses and give out menus if the hostess has not done so.
2. To take orders and pick up menus.
3. To deliver beverages, salads, or soups.
4. To deliver the main dish or meal.
5. To check on customer needs, to refill beverages, to take dessert orders.
6. To serve dessert or deliver the check.

GUEST CHECKS

MOST RESTAURANTS USE A GENERAL GUEST CHECK MUCH LIKE THE ONE SHOWN BELOW. THE WAITER/WAITRESS WRITES DOWN EACH CUSTOMER'S ORDER, THE PRICE, AND LATER TOTALS THE CHECK BEFORE GIVING IT TO THE CUSTOMER. THE CHECK ALSO HAS PLACES FOR OTHER INFORMATION WHICH HE MUST WRITE IN.



GUEST CHECK

Thank you
Please Call Again

Guests	Server	Check C	Table
A	B	10023	D
	TAX		E
			F

- THE NUMBER OF GUESTS SERVED IS WRITTEN AT THE LETTER A.
- THE WAITER/WAITRESS'S INITIALS ARE WRITTEN AT THE LETTER B.
- LETTER C IS THE CHECK NUMBER WHICH OFTEN IS PRINTED ON WHEN THE CHECKS ARE BOUGHT.
- EACH TABLE HAS A NUMBER SO THE WAITER/WAITRESS KNOWS WHO ORDERED WHAT FOOD. THIS NUMBER IS WRITTEN IN BY THE WAITER/WAITRESS AT LETTER D.
- THE FOOD ITEMS ORDERED ARE WRITTEN ON THE LINES AND THEIR PRICES ARE WRITTEN IN THE COLUMNS TO THE RIGHT.
- A PLACE TO WRITE IN THE TAX IS PROVIDED AT THE BOTTOM OF THE CHECK AT LETTER E.

- THE TOTAL CHECK AMOUNT IS ADDED AND WRITTEN IN AT LETTER F.

SOME RESTAURANTS HAVE SPECIAL GUEST CHECKS WHICH HAS BEEN PRINTED WITH ALL THE FOOD ITEMS THEY SELL AND THE PRICES. THE WAITER/WAITRESS CHECKS OFF THE FOOD ORDERED AND ADDS THE PRICES.

MANY WAITERS/WAITRESSES WHO HAVE TO WRITE OUT THE ITEMS ORDERS ON THE CHECK USE A "NOTEHAND". A NOTEHAND IS A SHORT ABBREVIATION OF THE FOOD ITEMS.

GIVEN BELOW ARE SOME EXAMPLE OF NOTEHAND AND WHAT THEY MEAN.

OE . . . . OVER EASY EGG

SUN . . . . SUNNY SIDE UP EGG

R . . . . RARE

M . . . . MEDIUM

W . . . . WELL DONE

MPOT^{oo} . . MASHED POTATO

FRY . . . . FRENCH FRIES

1000-THOUSAND ISLAND DRESSING

IT . . . . ITALIAN DRESSING

FR . . . . FRENCH DRESSING

BPOT^{oo} . . . BAKED POTATO

VOCABULARY WORDS

COOPERATION-	ABILITY TO WORK WITH OTHERS.
COURTESY-	TREATING OTHERS NICELY AS YOU LIKE TO BE TREATED.
HUMAN RELATIONS-	GETTING ALONG WITH OTHERS AND LEARNING TO ACCEPT THEM AS THEY ARE.
NEGATIVE-	UNFAVORABLE, SOMETHING YOU DO NOT LIKE.
POSITIVE-	THINGS YOU LIKE, GOOD
RESPECT-	HONOR, TO THINK HIGHLY OF
RESPONSIBILITIES-	THINGS YOU ARE EXPECTED TO DO WITHOUT BEING TOLD TO DO SO.
SELFDISCIPLINE-	BEING ABLE TO CONTROL ONE SELF AT ALL TIMES.
TACT-	BEING ABLE TO SAY YOUR IDEAS AND OPINIONS SO THEY DO NOT HURT OTHERS

WAITING ON TABLES

ANSWER THE FOLLOWING QUESTIONS HONESTLY USING THE SCALE GIVEN BELOW.

5 - ALWAYS
4 - ALMOST ALWAYS
3 - SOMETIMES
2 - SELDOM
1 - NEVER

1. I LIKE PEOPLE. I ENJOY MEETING NEW PEOPLE. _____
2. I AM WELL ORGANIZED AND AM NOT EASILY CONFUSED. I CAN DO SEVERAL THINGS AT THE SAME TIME. _____
3. I AM ABLE TO CONTROL MY TEMPER. _____
4. I CAN CONCENTRATE ON WHAT I AM DOING AND FORGET MY PERSONAL PROBLEMS WHILE I AM WORKING. _____
5. I CAN STAY ON MY FEET FOR SEVERAL HOURS WITHOUT BECOMING TIRED. _____
6. I AM HONEST AND SINCERE WITH PEOPLE. I CAN ADMIT MY MISTAKES TO OTHERS. _____
7. I CAN ACCEPT CRITICISM WITHOUT BECOMING UPSET. _____
8. I CAN REMAIN CHEERFUL WHEN THE GOING GETS ROUGH. _____

CLASS ACTIVITIES

- WORD FIND ACTIVITY SHEET.
- MAKE A LIST OF WORDS WHICH DESCRIBE A GOOD WORKER.
- ROLE PLAY SITUATIONS OF GOOD AND BAD HUMAN RELATIONS.

EXAMPLE:

YOU NEED TO LEAVE WORK EARLY FOR A DOCTOR'S APPOINTMENT.

YOU OVERSLEPT AND HAVE TO EXPLAIN WHY YOU ARE LATE TO WORK TO YOUR EMPLOYER.

YOU ARE GETTING BEHIND IN WASHING DISHES AND NEED SOME HELP TO GET YOUR DISHES WASHED.

TABLE SETTING

A WAITER/WAITRESS SHOULD KNOW ALL THE DISHES, GLASSES, AND SILVERWARE USED IN THE RESTAURANT. THEY SHOULD ALSO KNOW HOW TO USE EACH DISH, GLASS, OR SILVERWARE PIECE.

DINNER PLATE

DINNER PLATE

USED FOR EVENING MEALS

LUNCH PLATE

LUNCH PLATE

USED FOR NOON MEALS

SALAD PLATE

SALAD PLATE

SALAD IS SERVED ON THIS PLATE

BREAD AND BUTTER PLATE

BREAD AND BUTTER PLATE

USED FOR HOLDING INDIVIDUAL SERVINGS OF BUTTER, BREAD OR RELISHES

SOUP BOWL

SOUP BOWL

USED FOR MEAL SIZE SERVINGS OF SOUP

SOUP CUP

SOUP CUP

USED FOR SOUP SERVED AS AN APPETIZER

DESSERT BOWL

DESSERT BOWL

USED FOR SERVING DESSERTS

CUP

CUP

USED FOR SERVING HOT BEVERAGES;

THE HANDLE KEEPS THE FINGERS COOL

SAUCER

SAUCER

HAS A RAISED RING IN THE CENTER TO KEEP THE CUP FROM SLIDING OFF.

SMALL JUICE GLASS

USED AT BREAKFAST; HOLDS FOUR OUNCES

ALSO USED FOR APPETIZERS

JUICE GLASS

USED FOR SERVING LARGE JUICE ORDERS

HOLDS SIX OUNCES

WATER GLASS

USED FOR SERVING MILK OR WATER

HOLDS EIGHT OUNCES

ICED TEA GLASS

USED FOR SERVING ICED TEA

SHERBET GLASS

USED FOR SERVING FROZEN DESSERTS

PARFAIT GLASS

PARFAIT GLASS

USED FOR SERVING FANCY FROZEN DESSERTS

KNIFE

KNIFE

USED FOR CUTTING SOFT FOODS OR BUTTERING BREAD

TEA-SPOON

TEASPOON

USED FOR EATING MOST SOFT FOODS

DINNER FORK

DINNER FORK

USED FOR THE MAIN MEAL

SALAD FORK

SALAD FORK

USED FOR EATING SALADS AND SOME DESSERTS

STEAK KNIFE

STEAK KNIFE

USED FOR CUTTING MEATS

SOUP SPOON

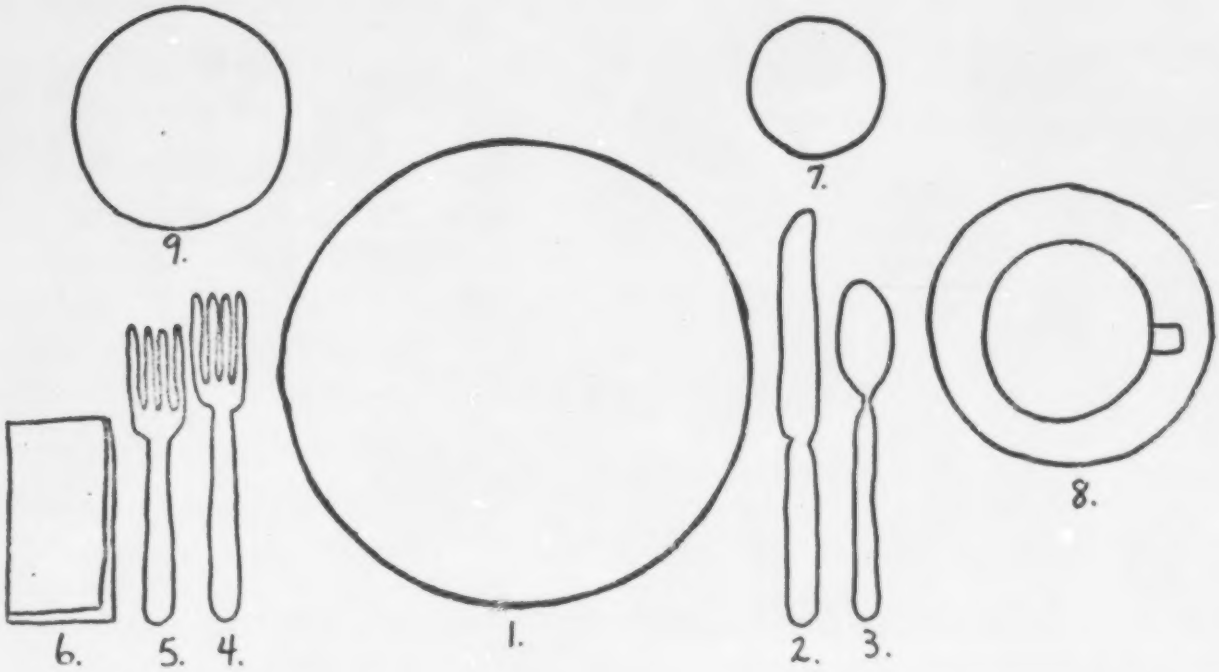
SOUP SPOON

USED FOR EATING SOUPS

SETTING THE TABLE

ALL THE SILVERWARE, DISHES, GLASSES, AND NAPKINS USED BY ONE PERSON AT THE TABLE IS CALLED A COVER. EACH COVER SHOULD BE 15 INCHES BY 24 INCHES TO ALLOW ROOM FOR ALL NEEDED EQUIPMENT AND MOVEMENTS OF THE GUEST WHILE EATING.

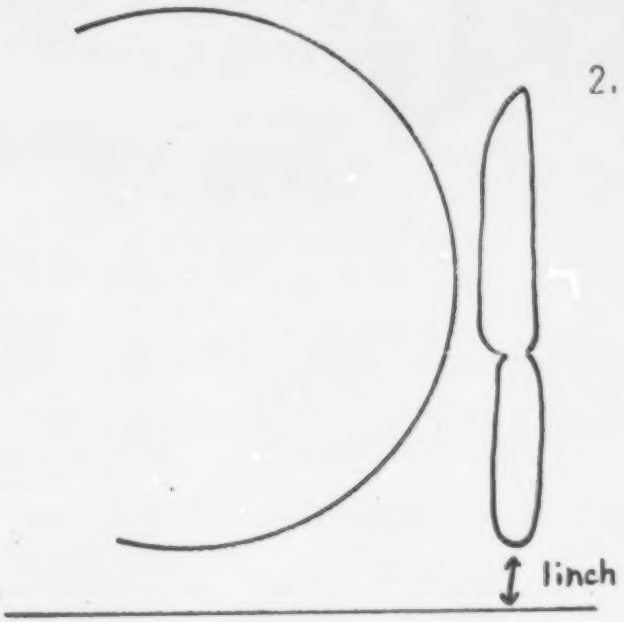
THE COVER MAY LOOK LIKE THIS



1. DINNER PLATE
2. KNIFE
3. TEASPOON
4. DINNER FORK
5. SALAD FORK
6. NAPKIN
7. WATER GLASS
8. CUP AND SAUCER
9. SALAD BOWL

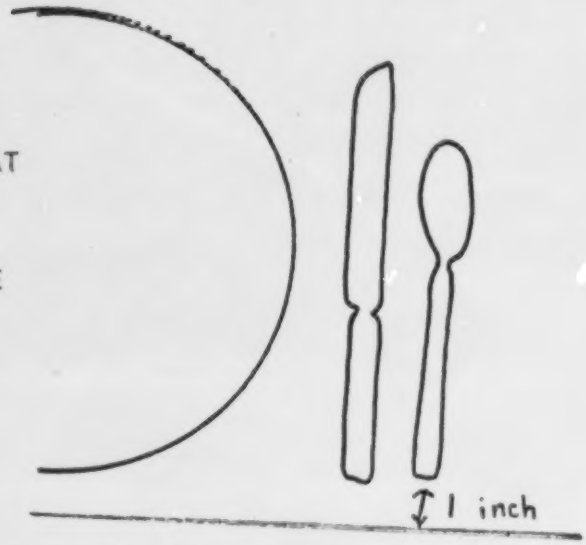
TO BUILD A COVER YOU SHOULD ADD ONE PIECE AT A TIME. START WITH A TABLE CLOTH OR PLACEMATS AND ADD THE FOLLOWING ITEMS.

1. THE DINNER PLATE IS PLACED ONE INCH FROM THE EDGE OF THE TABLE. IN THE CENTER OF THE PLACEMAT.

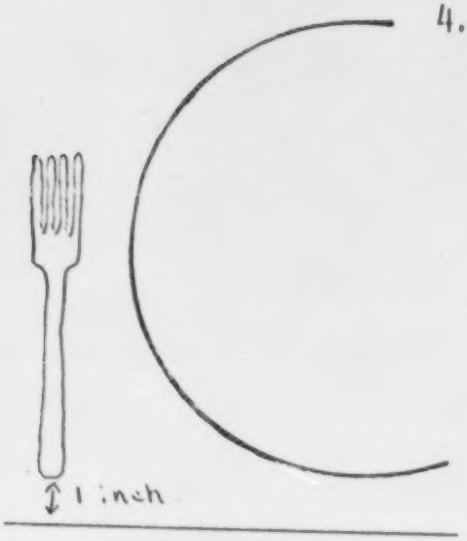


2. THE KNIFE IS PLACED AT THE RIGHT OF THE DINNER PLATE. THE SHARP EDGE OF THE BLADE IS PLACED TOWARD THE PLATE. THE KNIFE IS ONE INCH FROM THE EDGE OF THE TABLE.

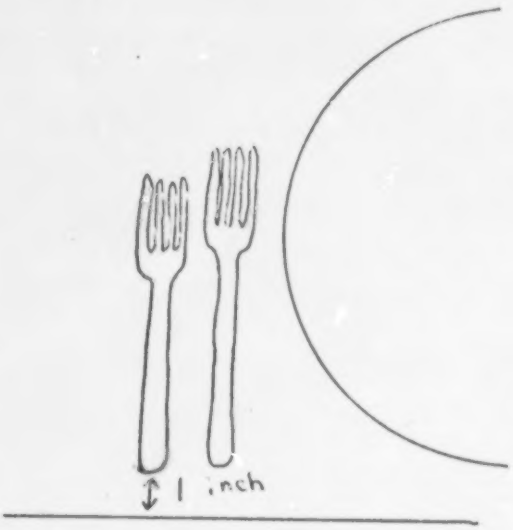
3. THE TEASPOON IS PLACED AT THE RIGHT OF THE KNIFE. AND IS ONE INCH FROM THE EDGE OF THE TABLE.



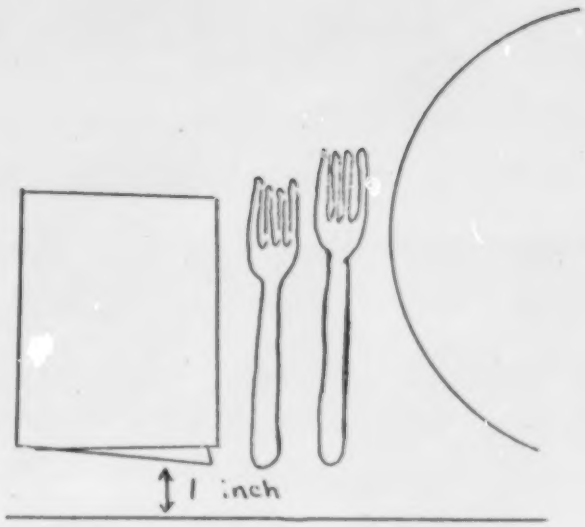
4. THE DINNER FORK IS PLACED AT LEFT OF THE DINNER PLATE. PLACE THE DINNER FORK WITH THE TINES TURNED UP. THE FORK HANDLE IS ONE INCH FROM THE TABLE EDGE.

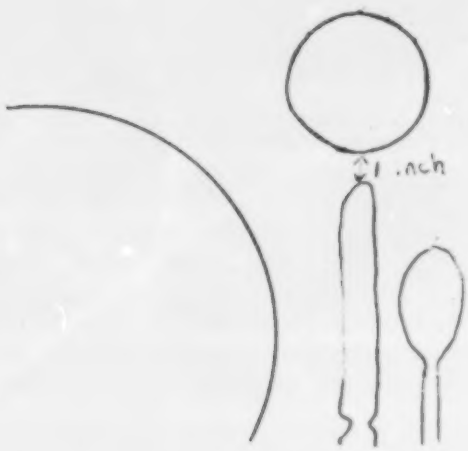


5. THE SALAD FORK IS PLACED TO THE LEFT OF THE DINNER FORK. IT ALSO SHOULD HAVE ITS TINES TURNED UP AND SHOULD BE ONE INCH FROM THE TABLE EDGE.



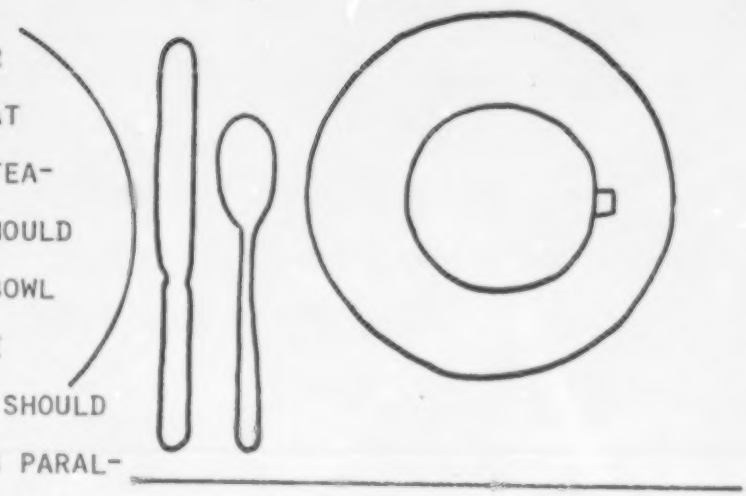
6. THE NAPKIN IS PLACED AT THE LEFT OF THE SALAD FORK. THE OPEN CORNER OF THE NAPKIN SHOULD BE PLACED AT THE LOWER RIGHT AND ABOUT ONE INCH FROM THE EDGE OF THE TABLE.



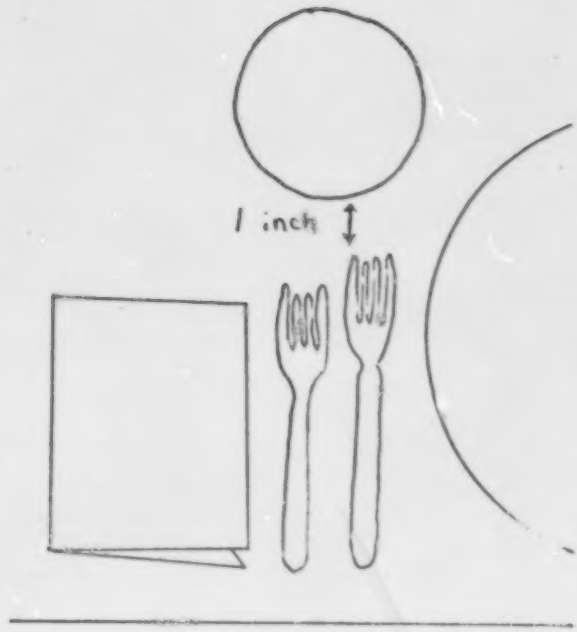


7. THE WATER GLASS GOES AT THE TOP OF THE KNIFE. ABOUT ONE-INCH SPACE BETWEEN THE KNIFE AND THE GLASS.

3. THE CUP AND SAUCER SHOULD BE PLACED AT THE RIGHT OF THE TEA-SPOON. THE CUP SHOULD BE EVEN WITH THE BOWL OF THE SPOON. THE HANDLE OF THE CUP SHOULD BE TURNED SO IT IS PARAL-LEL TO THE TABLE EDGE.



9. THE SALAD BOWL SHOULD BE PLACED AT THE TOP OF THE FORKS. THERE SHOULD BE ABOUT ONE INCH BETWEEN THE FORKS AND THE SALAD BOWL.



CLASS ACTIVITIES

- HAVE STUDENTS ON A PIECE OF PAPER DRAW A RECTANGLE FOUR INCHES BY EIGHT INCHES TO SERVE AS A PLACEMAT. CUT AROUND THE DISH AND FLATWARE PICTURES ON THE NEXT PAGE AND GLUE THEM IN THEIR CORRECT PLACES.

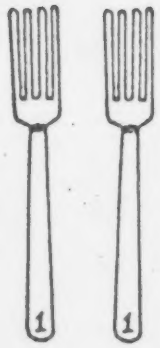
- PRACTICE SETTING A TABLE WITH DISHES AND FLATWARE FROM THE FOOD SERVICE SUPPLIES. USE PAPER AND CLOTH PLACEMATS AS WELL AS A TABLE CLOTH. YOU MAY WANT TO TIME THE STUDENTS.

-LIST ON THE BOARD FOODS AND BEVERAGES PURCHASED IN RESTAURANTS. HAVE STUDENTS POINT OUT DISH OR GLASS ON WHICH FOOD IS SERVED.

-BRING NAPKINS TO CLASS HAVE STUDENTS TRY FOLDING THEM.

-RUN A MAKE BELIEVE RESTAURANT. SELECT A WAITRESS, A HOSTESS, BUSBOY, COOK, AND CUSTOMERS. SET TABLES, SERVE PAPER FOOD, AND CLEAN UP AFTERWARDS. TWO OR MORE TABLES GIVES MORE REALISTIC SITUATION. DISCUSS HOW EACH PERFORMED. CHANGE ROLES.

-FIELDTRIP: ARRANGE A FIELDTRIP TO A RESTAURANT. HAVE A WAITER/WAITRESS EXPLAIN HER JOB AND RESPONSIBILITIES TO THE CLASS. VIEW A WAITRESS STATION AND A WAITER/WAITRESS WHILE WORKING.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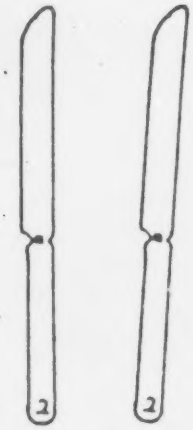
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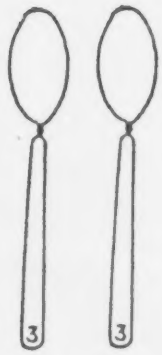
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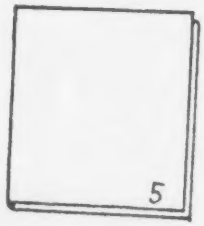
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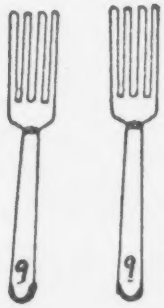
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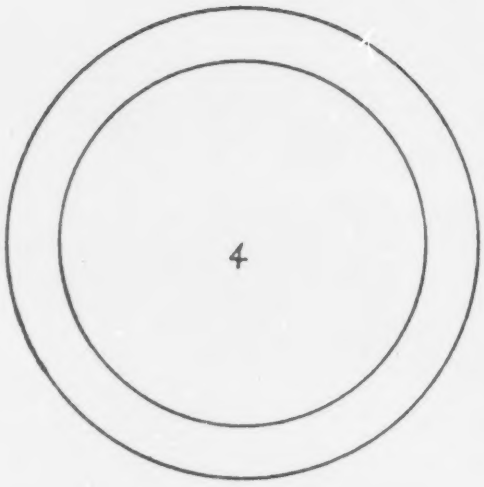
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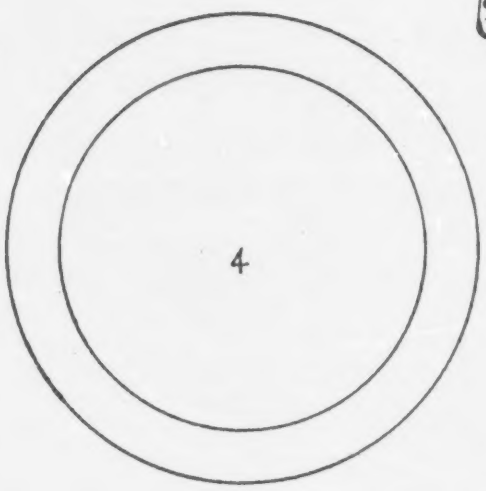
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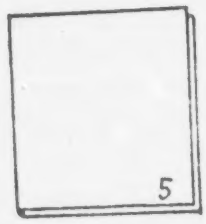
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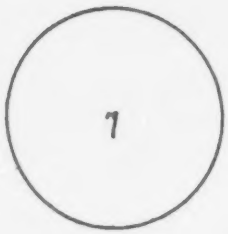
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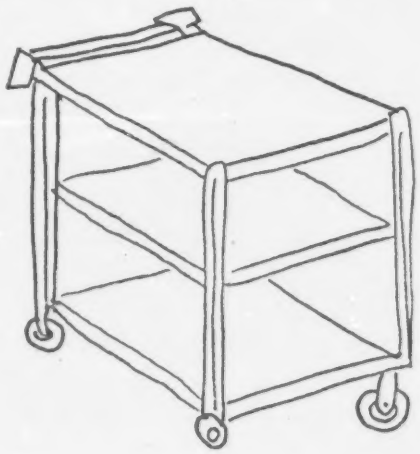
BUSSING

BUSBOYS AND BUSGIRLS HELP THE WAITERS AND WAITRESS IN A RESTAURANT. THEY SET UP TABLES, STOCK THE WAITRESS STATIONS, CLEAR AND CLEAN TABLES, AND HELP WAITRESSES IN OTHER WAYS. A BUSPERSON SHOULD ARRIVE AT WORK 30 TO 45 MINUTES BEFORE WORK IS TO START. THEY CHANGE INTO THEIR UNIFORMS, WASH HANDS, AND COMB THEIR HAIR BEFORE ENTERING THE RESTAURANT AREA.



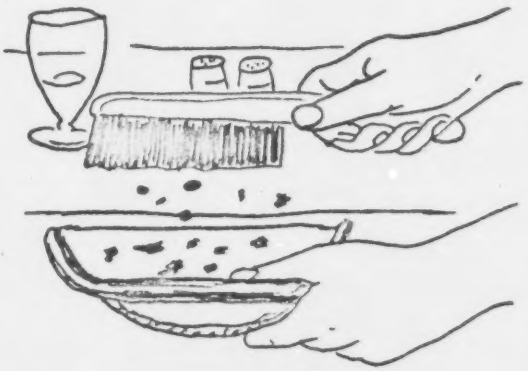
RESPONSIBILITIES

- ALWAYS WEAR CLEAN CLOTHES.
- ALWAYS BE WELL GROOMED. THIS MEANS HAIR COMBED, CLEAN SHAVEN, USE DEORDRANT, CLEAN TEETH, AND A CLEAN FACE WITHOUT BLEMISHES.
- WORK QUICKLY AND QUIETLY AT ALL TIMES SO NOT TO DISTURB EATING GUESTS.
- HANDLE ALL GLASSWARE, DISHES, AND SILVERWARE IN A SANITARY WAY WHEN SETTING A TABLE.
- CHECK FOR SPOTS AND CLEANLINESS.
- BE PLEASANT AND COURTEOUS TO BOTH GUESTS AND CO-WORKERS.
- COMPLETE ALL CLEANING ASSIGNMENTS THOROUGHLY.

PROCEDURE FOR CLEANING TABLE

- HAVE BUS TUBS CLEAN AND EMPTY AT START OF DAY. CLEANING RAGS SHOULD BE DAMPENED AND PLACED ON BUSCART.
- WATCH CUSTOMERS WHEN THEY LEAVE, GO IMMEDIATELY TO EMPTY TABLES AND CLEAN UP.
- TAKE BUS TUB AND CLEANING RAG WITH YOU TO TABLE.
- CLEAR ALL DISHES QUICKLY BUT QUIETLY USING BOTH HANDS TO PICK UP DISHES. SET DISHES GENTLY INTO TUBS, DO NOT THROW OR DROP.

- CLEAN ASHTRAY WITH TABLE NAPKIN THEN DAMP CLOTH.
- CLEAN TABLE OF CRUMBS WHEN A TABLE CLOTH IS USED. CLEAN OR BRUSH ALL CRUMBS FROM TABLE WITH HAND BRUSH INTO A NAPKIN, NOT ONTO THE FLOOR. FOR A TABLE WITHOUT A CLOTH WIPE THE TABLE WITH THE DAMP RAG INTO A NAPKIN.



- CHANGE SOILED TABLE CLOTHS WHEN NEEDED.
- WIPE BOOTH SEATS AND CHAIRS.
- TAKE BUSTUB TO DISHWASHING AREA AND PICK UP CLEAN ONE. RINSE OUT CLEANING RAG, WRING OUT EXCESS WATER.
- SET TABLE (SEE WAITER/WAITRESS SECTION FOR TABLE SETTING INSTRUCTIONS)

BAKER'S HELPER

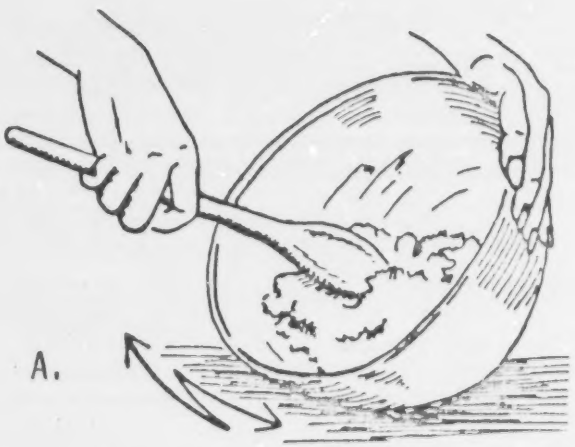
A BAKER'S HELPER DOES MANY JOBS FOR THE HEAD BAKER. HE USUALLY TAKES CARE OF THE FOLLOWING:

- COLLECTS, MEASURES, AND WEIGHS INGREDIENTS NEEDED BY THE BAKER OR PASTRY COOK.
- PREPARES FRUITS FOR PIES AND PASTRIES.
- PREPARES FILLINGS FOR COOKIES, CREAM PUFFS, AND E'CLAIRS.
- PREPARES MIXES AND TOPPINGS FOR COFFEECAKES AND CAKES.
- PREPARES SAUCES FOR PUDDINGS.
- SHAPES ROLLS AND COOKIES FOR BAKING.
- CLEANS BAKING TABLES.
- CLEANS EQUIPMENT USED IN BAKING.
- CUTS CAKES AND PIES AS DIRECTED.
- PORTIONS COOKIES AND PUDDINGS AS DIRECTED.

TERMS

ACTION BAKERY- BREAD DOUGH IS BOUGHT FROZEN, THEN THAWED AND SHAPED INTO VARIETY ROLLS AND LOAVES.

CREAM- BEAT SUGAR AND FAT TOGETHER BY APPLYING PRESSURE WITH THE SPOON AGAINST THE SIDE OF THE BOWL. (SEE FIGURE A)



A.

CUT IN- MIXING FLOUR AND FAT WITH A PASTRY BLENDER. (SEE FIGURE B)

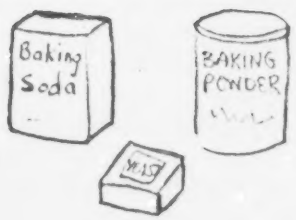
B.

FOLD- COMBINE INGREDIENTS GENTLY USING A CURVED, AND CUT-ACROSS MOTION. (SEE FIGURE C.)

C.

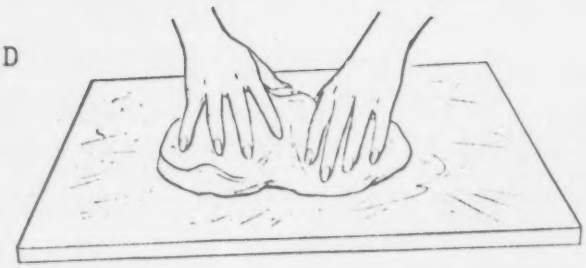
GLUTEN- SUBSTANCE FOUND IN WHEAT FLOUR AND HELPS BREAD HOLD ITS SHAPE.

LEAVENING- SUBSTANCE USED TO MAKE PRODUCTS RISE; IN YEAST BREADS, YEAST IS USED; IN QUICK BREADS, BAKING SODA OR BAKING POWDER IS USED. (SEE FIGURE D.)



D.

KNEADING- WORKING THE DOUGH BY HAND TO MIX IT THOROUGHLY. (SEE FIGURE E)



E.

MIXING- TO COMBINE INGREDIENTS FOLLOWING A STEP BY STEP RECIPE. AN ELECTRIC MIXER MAY BE USED. (SEE FIGURE F)

F.

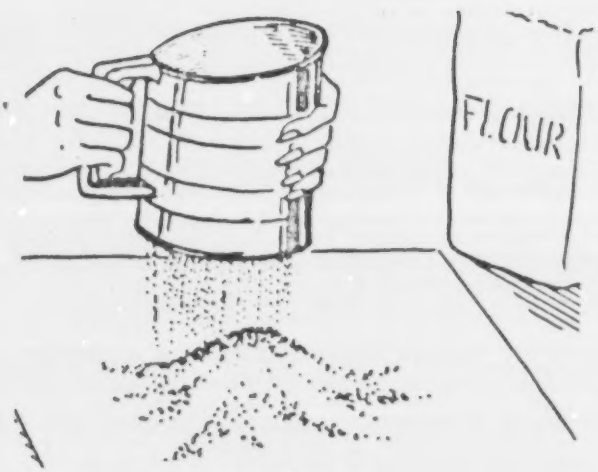
PUNCHING- MAKE A FIST AND PRESS DOWN ON THE DOUGH TO RELEASE THE AIR AND FLATTEN THE DOUGH. (SEE FIGURE G)

G.

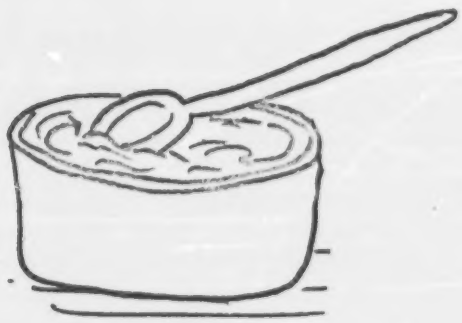
SCALING- DIVIDING DOUGH INTO EQUAL AMOUNTS AND SHAPING IT.

SCRATCH BAKERY- ALL BREAD AND BREAD PRODUCTS ARE MADE BY MEASURING AND MIXING INGREDIENTS AS LISTED ON A RECIPE.

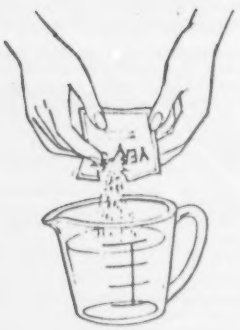
SIFTING- USING A SIFTER TO BREAK UP LARGE CLUMPS OF FLOUR AND SUGAR.



STIR- GOING AROUND A BOWL OR PAN WITH A SPOON, OCCASIONALLY SCRAPING THE SIDES.



PREPARATION OF SWEET YEAST-RAISED DOUGH



1.

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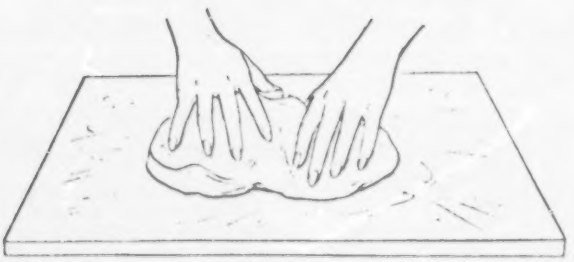


4.

5.

6.

1. Dissolve the yeast in luke warm water.
2. Add the yeast solution to the measured floor.
3. Mix the dough until all flour is dampened.
4. Knead the dough until it is smooth.

5 & 6. Cover the dough and let it rise until double in size. It will rise above the top of the bowl.

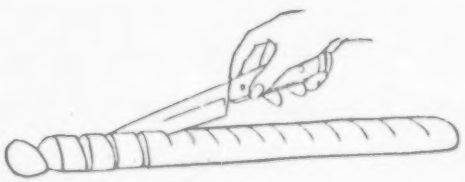
7. Shape the dough into loaves or variety rolls.

SWEET ROLLS AND BUNS

A VARIETY OF SWEET ROLLS AND BUNS MAY BE MADE FROM A BASIC SWEET YEAST DOUGH. FOLLOWING ARE SOME EXAMPLES OF PARKER HOUSE ROLLS, CLOVERLEAF ROLLS, BUTTERFLAKE ROLLS, AND A TWIST.

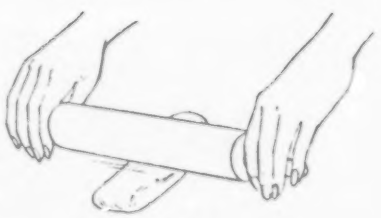
PARKER HOUSE ROLLS

1. PLACE RISEN DOUGH ON WORKTABLE AND FLATTEN. IF DOUGH FEELS STICKY, DUST LIGHTLY WITH FLOUR.
2. ROLL DOUGH INTO A LONG ROLL ABOUT 1 INCH THICK.
3. CUT THE DOUGH INTO 16 EQUAL PIECES. CUT THE DOUGH IN HALF WITH A KNIFE. THEN CUT THE HALF IN HALF. KEEP CUTTING THE PIECES IN HALF UNTIL YOU HAVE 16 PIECES. (SEE FIG. A)
4. ROLL EACH PIECE OF DOUGH IN THE PALMS OF YOUR HANDS UNTIL ROUND. (FIG. B) PLACE ON LIGHTLY FLOURED TABLE AND FLATTEN. COVER AND LET REST FOR 10 MINUTES.
5. ROLL EACH PIECE WITH ROLLING PIN UNTIL ABOUT 3 INCHES LONG (FIG. C)
6. BRUSH TOPS WITH MELTED FAT. (FIG. D)



A.

B.



C.

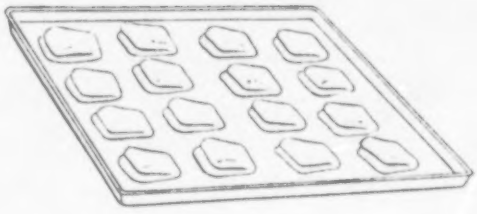
D.

7. FOLD ONE EDGE OF DOUGH OVER TO THE OTHER EDGE AND ROLL CENTER FOLD WITH ROLLING PIN TO FLATTEN IT (FIG. E)

E.

8. SPACE ROLLS ABOUT ½ INCH APART ON THE PAN. ALLOW THEM TO RISE UNTIL ALMOST DOUBLE IN SIZE (FIG.F) BRUSH TOPS WITH MELTED FAT OR BUTTER.

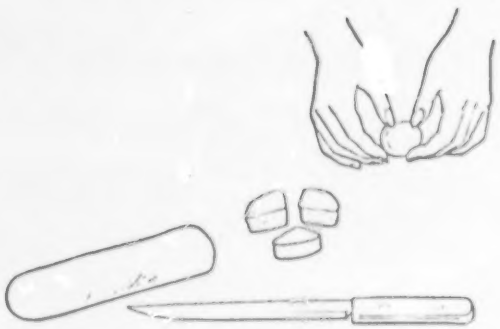
9. BAKE AT 390° FOR 12 TO 15 MINUTES OR UNTIL THEY HAVE GOLDEN BROWN CRUST.



F.

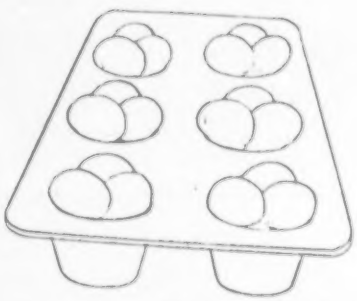
Cloverleaf Rolls

1. Place dough on lightly floured surface and roll into one long roll.
2. Divide dough into 16 equal pieces.
3. Take each piece and divide again into 3 pieces (fig. A)
4. Roll each piece into a round ball and place 3 balls into each cup of a greased muffin tin. (fig. B)
5. Cover and let the dough rise in a warm place (fig. C)
6. Bake at 390° for 15 to 18 minutes or until golden brown.
7. Remove rolls from muffin tin very carefully and allow them to cool.
8. A baked cloverleaf roll (fig. D)



A.

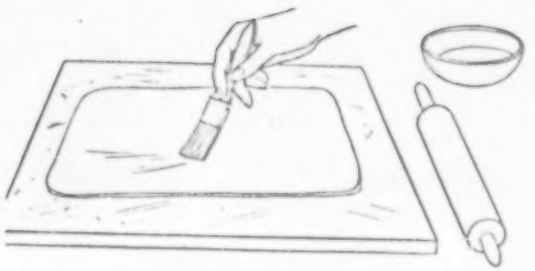
B.



C.

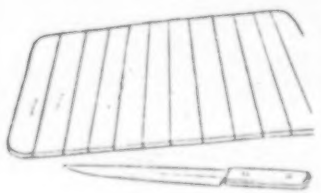
D.

BUTTERFLAKE ROLLS



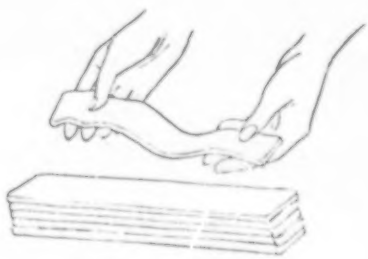
A.

1. PLACE DOUGH ON FLOURED SURFACE AND ROLL IT INTO A RECTANGLE. DOUGH SHOULD BE 18 INCHES LONG AND ABOUT 12 INCHES WIDE.
2. BRUSH TOP WITH MELTED BUTTER AND LET REST FOR 5 MINUTES. (FIG. A)



B.

3. CUT THE DOUGH WITH A PASTRY WHEEL OR PASTRY KNIFE INTO 12 STRIPS ABOUT 1½ INCHES WIDE. (FIG. B)

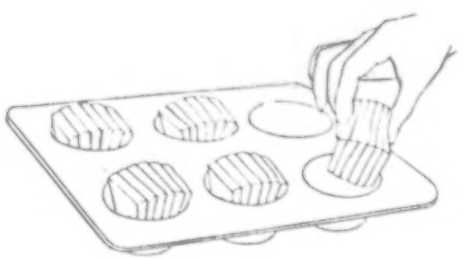


C.

4. LAYER SIX STRIPS SO THAT YOU HAVE 2 PIECES OF 6 STRIPS EACH. (FIG. C)

D.

5. CUT THE LAYERED PIECES OF DOUGH INTO SECTIONS 1½ INCHES WIDE. (FIG. D)
6. PLACE THE CUT PIECES INTO A GREASED MUFFIN PAN WITH THE CUT END FACING UP. (FIG. E)



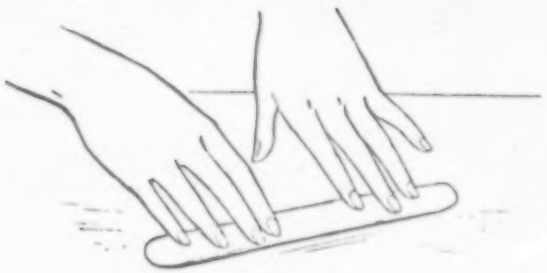
E.

7. ALLOW ROLLS TO RISE IN A WARM PLACE. BAKE AT 390° FOR 15 TO 18 MINUTES.
8. EXAMPLE OF BUTTERFLAKE ROLL. (FIG. F)

F.

Twist

1. Divide dough into 16 equal pieces on a floured surface.
2. Roll each piece into a 6 to 7 inch rope. (Fig. A)
3. Fold dough in half and twist 3 to 4 times. (Fig. B)
4. Pinch ends of twisted strip together tightly (Fig. C)
5. Let twist rest and double in size.
6. Bake at 390 for 10 to 12 minutes or fry in hot oil.
7. Dust with confectioner's sugar or glaze when cool.



A.

B.

C.

THE BAKER'S HELPER MAY HAVE TO PREPARE THE FEATURED BREAD OF THE DAY. THIS BREAD IS USUALLY A QUICK BREAD. THE KIND OF DOUGH USED TO PREPARE THE BREADS DIVIDES THE QUICK BREADS INTO THREE KINDS.

1. POUR BATTER- THE AMOUNT OF LIQUID AND DRY INGREDIENTS ARE THE SAME MAKING THIS DOUGH VERY THIN. EXAMPLES OF A SOUR BATTER ARE PANCAKES, WAFFLES, AND POPOVERS.

2. DROP BATTER- THIS DOUGH IS THICK AND STICKY AND MUST BE SCRAPED FROM THE SIDES OF THE BOWL INTO THE BAKING PAN. EXAMPLES OF THIS DOUGH ARE MUFFINS, DROP BISCUITS AND COFFEE CAKES.

3. SOFT DOUGH- THIS DOUGH IS THICK AND DRY AND CAN BE SHAPED AND ROLLED BY HAND. EXAMPLES OF THIS DOUGH ARE BISCUITS, DOUGHNUTS, AND SCONES.

COOLRISE SWEET DOUGH

3 CUPS UNSIFTED ALL-PURPOSE FLOUR
1 PACKAGE ACTIVE DRY YEAST
1/4 CUP SUGAR
3/4 TEASPOONS SALT
1/4 CUP SOFTENED BUTTER OR MARGARINE
3/4 CUPS HOT TAP WATER
1 EGG
COOKING OIL

1. SPOON . . . FLOUR INTO MEASURING CUP AND LEVEL OFF. POUR ONTO WAX PAPER; SET ASIDE.

2. COMBINE . . . 1 CUPS OF THE FLOUR, THE UNDISSOLVED YEAST PACKAGE, SUGAR, AND SALT IN A LARGE BOWL. STIR WELL TO BLEND. THEN ADD BUTTER.

3. ADD. . . HOT TAP WATER TO INGREDIENTS IN BOWL

4. BEAT . . . WOTH AN ELECTIC MIXER AT MEDIUM SPEED FOR 2 MINUTES. SCRAPE BOWL OCCASIONALLY

5. ADD . . . EGGS AND 1 CUP MORE FLOUR. BEAT WITH ELECTRIC MIXER AT HIGH SPEED FOR 1 MINUTE OR UNTIL THICK AND ELEASTIC.

6. GRADUALLY . . . STIR IN JUST ENOUGH OF THE REMAINING FLOUR WITH A WOODEN SPOON TO MAKE A SOFT DOUGH WHICH LEAVES THE SIDES OF THE BOWL. TURN OUT ONTO A LIGHTLY FLOURED BOARD.

7. KNEAD . . . 5 TO 10 MINUTES OR UNTIL DOUGH IS SMOOTH AND ELASTIC

8. COVER . . . WITH PLASTIC WRAP, THEN A TOWEL.

9. LET REST . . . 20MINUTES ON THE BOARD. THEN PUNCH DOWN DOUGH.

10. DIVIDE . . . DOUGH AND SHAPE AS DESIRED.

11. PLACE . . . ON GREASED BAKING SHEETS OR IN GREASED PANS

12. BRUSH . . . DOUGH LIGHTLY WITH OIL. COVER PANS LOOSELY WITH PLASTIC WRAP

13. REFRIGERATE . . . FOR 24 HOURS.

14. READY TO BAKE . . . REMOVE FROM REFRIGERATOR. UNCOVER.

15. LET STAND . . . 10 MINUTES WHILE PREHEATING OVEN TO 375°

16. BAKE . . . FOR 25 TO 30 MINUTES OR UNTIL DONE

17. REMOVE FROM PANS . . . IMMEDIATELY. BRUSH CRUST WITH MELTED BUTTER IF DESIRED. COOL ON COOLING RACKS.

CINNAMON ROLLS

1/4 CUP WHITE SUGAR
3/4 CUP CINNAMON
2 TABLESPOONS MARGARINE
1/4 CUP SEEDLESS RAISINS (OPTIONAL)

1. MIX THE SUGAR AND CINNAMON TOGETHER.

2. MELT THE MARGARINE IN A METAL PAN OR MEASURING CUP.

3. ROLL THE DOUGH OUT INTO A RECTANGLE 13" x 12"

4. BRUSH THE DOUGH WITH THE MARGARINE

5. SPRINKLE THE DOUGH WITH THE SUGAR-CINNAMON MIXTURE.

6. ROLL THE DOUGH FROM THE SHORT END.

7. SLICE THE DOUGH INTO 24 PIECES.

8. LAY SLICES ON A COOKIE SHEET OR IN A GREASED PAN. LET RISE.

CARMEL BASE

1/2 CUP BROWN SUGAR
1/4 CUP EVAPORATED MILK
1 TABLESPOON MARGARINE
5 MARSHMALLOWS

1. IN A SAUCEPAN COMBINE THE ABOVE INGREDIENTS.
2. HEAT THE MIXTURE OVER A MEDIUM HEAT UNTIL THE MARSHMALLOWS' ARE ALMOST MELTED. STIR CONSTANTLY.

   DO NOT BOIL

3. POUR INTO PAN.
4. ADD ROLLS
5. BAKE AT 375'F FOR 25 TO 30 MINUTES
6. TURN PAN UPSIDE DOWN ONTO A PLATTER, LET COOL

PEANUT BUTTER BASE

1/2 CUP WHITE SUGAR
1/4 CUP PEANUT BUTTER
1 TABLESPOON BUTTER
1/4 CUP EVAPORATED MILK
5 MARSHMALLOWS

1. IN A SAUCEPAN COMBINE THE ABOVE INGREDIENTS.
2. HEAT THE MIXTURE OVER A MEDIUM HEAT UNTIL THE MARSHMALLOWS ARE ALMOST MELTED.

   DO NOT BOIL

3. POUR INTO PAN. (SHOULD BE GREASED)
4. ADD ROLLS
5. BAKE AT 375' F FOR 25 TO 30 MINUTES
6. TURN UPSIDE DOWN ONTO A PLATTER. LET COOL.

OPTIONAL : ADD CHOPPED PEANUTS TO THE BASE

FRENCH BREAKFAST MUFFINS

1/3 CUP SHORTENING
1/2 CUP SUGAR
1 EGG
1 1/2 CUPS ALL PURPOSE FLOUR
1 1/2 TEASPOON BAKING POWDER
1/2 TEASPOON SALT
1/4 TEASPOON NUTMEG
1/2 CUP MILK
1/2 CUP SUGAR
1 TEASPOON CINNAMON
1/2 CUP MARGARINE, MELTED

1. HEAT OVEN TO 350'
2. GREASE 15 MEDIUM MUFFIN CUPS LIGHTLY
3. MIX THROUGHLY SHORTENING, 1/2 CUP SUGAR AND THE EGG
4. MEASURE FLOUR, BAKING POWDER, SALT, AND NUTMEG INTO A BOWL
5. ADD 1/2 OF THE FLOUR MIXTURE TO THE SHORTENING MIXTURE, THEN ADD 1/2 OF THE MILK. STIR WELL.
6. ADD THE REST OF THE FLOUR MIXTURE AND STIR, ADD THE MILK AND STIR
7. FILL MUFFIN CUPS 2/3 FULL
8. BAKE 20 TO 25 MINUTES.
9. MIX 1/2 CUP SUGAR AND THE CINNAMON.
10. AFTER BAKING ROLL THE MUFFINS IN THE MELTED MARGARINE THEN ROLL IN THE SUGAR AND CINNAMON. SERVE HOT.

POPOVERS

2 EGGS

1 CUP MILK

1 CUP ALL-PURPOSE FLOUR

1/2 TEASPOON SALT

1 TABLESPOON COOKING OIL

1. PLACE EGGS IN MIXING BOWL
2. ADD MILK, FLOUR, AND SALT,
3. BEAT 1 1/2 MINUTE WITH ELECTRIC BEATER
4. ADD COOKING OIL; BEAT MIXTURE 30 SECONDS (DON'T OVERBEAT)
5. FILL 6 TO 8 WELL GREASED CUSTARD CUPS 1/2 FULL
6. BAKE AT 475° FOR 15 MINUTES
7. REDUCE HEAT TO 350° AND BAKE TILL BROWNED AND FIRM 25 TO 30 MINUTES LONGER
8. A FEW MINUTES BEFORE REMOVING FROM OVEN, PRICK POPOVERS WITH A FORK TO LET STEAM ESCAPE
9. SERVE HOT

MAKES 6 TO 8 POPOVERS

FAVORITE COFFEE CAKE

1 1/2 CUPS ALL-PURPOSE FLOUR
3/4 CUP SUGAR
2 1/2 TEASPOONS BAKING POWDER
3/4 TEASPOON SALT
1/4 CUP SHORTENING
3/4 CUP MILK
1 EGG

TOPPING

1/3 CUP BROWN SUGAR
1/4 CUP ALL-PURPOSE FLOUR
1/2 TEASPOON CINNAMON
3 TABLESPOONS MARGARINE, MELTED

1. HEAT OVEN TO 375'
2. GREASE 8x8x2" SQUARE PAN
3. MEASURE ALL INGREDIENTS EXCEPT THE TOPPING. ADD THESE INGREDIENTS TOGETHER IN A LARGE MIXING BOWL. BEAT VERY FAST WITH A WOODEN SPOON FOR 1/2 MINUTE.
4. SPREAD THE DOUGH INTO THE PAN
5. MIX THE TOPPING TOGETHER
6. SPRINKLE THE TOPPING OVER THE DOUGH
7. BAKE 25 TO 30 MINUTES OR UNTIL A WOODEN TOOTH PICK PUSHED INTO THE CENTER COMES OUT CLEAN.
8. SERVE WARM.

GOLDEN PUFFS

2 CUPS ALL-PURPOSE FLOUR
1/4 CUP SUGAR
3 TEASPOONS BAKING POWDER
1 TEASPOON SALT
1 TEASPOON NUTMEG
1/4 CUP SALAD OIL
3/4 CUP MILK
1 EGG

1/2 CUP SUGAR
1 TEASPOON CINNAMON
OIL FOR FRYING

1. MEASURE THE FLOUR, 1/4 CUP SUGAR, BAKING POWDER, SALT AND NUTMEG INTO A LARGE BOWL.
2. ADD THE SALAD OIL, MILK, AND EGG. BEAT UNTIL SMOOTH
3. HEAT THE OIL FOR FRYING TO 375° IN A DEEP FAT FRYER OR KETTLE (OIL SHOULD BE 3 TO 4 INCHES DEEP)
4. DROP BATTER BY TEASPOONS INTO FAT. FRY ONLY 4 TO 5 PUFFS AT A TIME. FRY FOR 3 MINUTES OR UNTIL GOLDEN BROWN ON BOTH SIDES. DRAIN ON PAPER TOWELS.
5. STIR TOGETHER 1/2 SUGAR AND CINNAMON. ROLL THE WARM PUFFS IN THE SUGAR AND CINNAMON MIXTURE TO COAT.

BEVERAGE PREPARATION

COFFEE

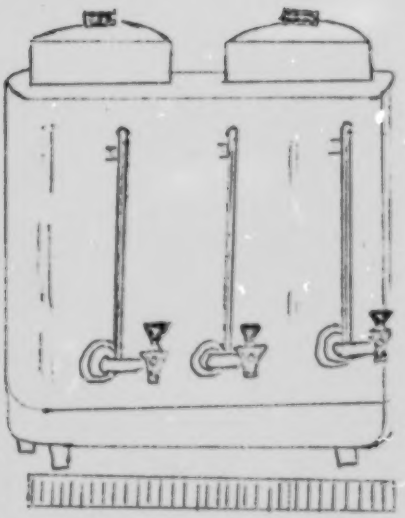
THE REPUTATION OF MANY FOOD SERVICE ESTABLISHMENTS HAS BEEN BASED ON THE QUALITY OF THEIR COFFEE. A GUEST EVALUATION OF THE MEAL IS OFTEN DETERMINED BY WHETHER OR NOT HE/SHE ENJOYED THE COFFEE. IT IS IMPORTANT TO THE FOOD SERVICE ESTABLISHMENT TO TRAIN THEIR PERSONNEL TO MAKE THE FINEST POSSIBLE COFFEE.

THERE ARE FOUR STEPS IN THE PREPARATION OF GOOD COFFEE:

1. FRESH COFFEE-GROUND COFFEE LOSES ITS FLAVOR EASILY. IT SHOULD BE KEPT IN AN AIRTIGHT CONTAINER IN A COOL, DRY PLACE. IT IS BEST STORED IN GLASS OR VACUUM PACKED CONTAINERS. ROTATE YOUR STORAGE SHELVES SO THAT YOU USE THE OLDEST COFFEE FIRST. RESTAURANTS WHO GRIND THEIR OWN COFFEE BEANS SHOULD GRIND NO MORE THAN WHAT WILL BE USED THAT DAY.
2. FRESH WATER-BOIL FRESH COLD WATER FOR YOUR COFFEE BREW. RESTAURANTS USING SYSTEMS HOOKED UP TO WATERLINES SHOULD ALWAYS USE COLD WATER FROM THE LINES.
3. PROPER COMBINING OF COFFEE AND WATER-HOT WATER WHICH HAS BEEN BROUGHT TO THE BOILING POINT SHOULD BE ALLOWED TO PASS THROUGH THE COFFEE GRAINS AND DRIP DOWN TO A STORAGE CONTAINER. WATER SHOULD NOT BE ALLOWED TO STAND IN THE GROUNDS FOR ANY LENGTH OF TIME.

4. <u>All Equipment Must Be Kept Clean</u>-All surfaces coming in contact with brewed coffee or its vapors are sources of coffee deposits and oil. To assure a fresh flavor in all coffee batches, all surfaces should be cleaned immediately after using. Use hot water and a stiff brush to clean urns and their faucets. Urn bags or filter cloths should be thoroughly cleaned after use or a cloudy beverage with an unpleasant taste will result.

METHOD OF PREPARING COFFEE

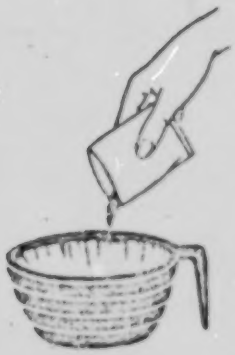


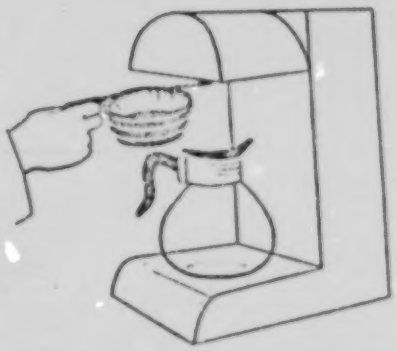
URN COFFEE MAKERS

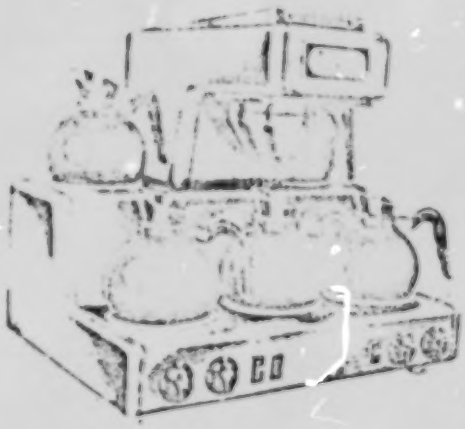
1. NEVER GUESS AT THE AMOUNT OF COFFEE TO BE USED. MEASURE ACCURATELY FOLLOWING A GUIDE LINE OF TWO-AND-ONE-HALF GALLONS OF WATER TO ONE POUND OF COFFEE. MANY RESTAURANTS USE PREMEASURED COFFEE.
2. SPREAD COFFEE EVENLY ON FILTER. FILTERS ARE USED TO PREVENT COFFEE FROM ENTERING THE URN AS THE COFFEE IS BREWED. FILTERS MAY BE CLOTH OR PAPER.
3. START BREWING CYCLE.
4. AFTER BREWING, REMOVE THE COFFEE GROUNDS AND FILTER. WATER PASSING THROUGH USED GROUNDS GIVES IT A BITTER TASTE.
5. KEEP THE COFFEE TEMPERATURE AT 185° TO 190° F.
6. SERVE COFFEE AS SOON AFTER BREWING AS POSSIBLE. COFFEE LOSES FLAVOR AND AROMA QUICKLY AND DEVELOPS A HARSH BITTER TASTE.

Half-Gallon Automatic Coffee Makers

1. Place paper filters in cartridge and add coffee. Some restaurants use pre-measured coffee packets. When measuring your own coffee, use 4 oz. of coffee to 64 oz. of water.
2. Place cartridge into position on coffee maker. Place empty pot in position. Push "start" button.
3. Remove used grounds immediately after brewing. Rinse empty cartridge in hot water.
4. Coffee is ready to serve as soon as brewing is completed. Keep brewed coffee at 185° to 190°. Do not reboil, reheat or mix with a fresh batch of coffee.
5. Restaurants serving a large number of customers often use a coffee-maker with additional heating surfaces to keep coffee warm. Always use the oldest coffee first.







TEA

TEA IS SERVED IN RESTAURANTS EITHER HOT IN CUPS OR IN GLASSES WITH ICE. THE FOLLOWING RULES APPLY TO TEA SERVED EITHER WAY.

1. USE ONLY QUALITY TEA AND FRESH WATER.
2. THE BOILING WATER SHOULD COMPLETELY COVER THE TEA BAGS SO USE A SMALL CONTAINER.
3. BREWING TIME SHOULD BE 3 TO 5 MINUTES DEPENDING ON THE DESIRED STRENGTH.
4. TEA BAGS OR LEAVES SHOULD BE REMOVED AFTER THE BREWING TIME.
5. TEA BAGS OR LEAVES SHOULD NEVER BE BOILED BECAUSE BOILING TEMPERATURE BRINGS OUT BITTER TASTES. BUT, BOILING WATER SHOULD BE USED TO POUR OVER TEA BAGS OR LEAVES.

MANY RESTAURANTS USE INDIVIDUAL COVERED TEAPOTS RATHER THAN POURING THE HOT WATER INTO A CUP. BY THE TIME A CUP OF HOT WATER REACHES THE CUSTOMER THE HOT WATER HAS BECOME TOO COLD TO MAKE A GOOD CUP OF TEA. A COVERED TEAPOT KEEPS IT WARM LONGER.

MOST RESTAURANTS USE A JAR OF INSTANT TEA IN A MACHINE WHICH IS CONNECTED TO THE WATER LINE TO MAKE THEIR ICED TEA. THESE MACHINES PROVIDE A FRESH FLAVOR AND AVOID THE WASTE OF LARGE QUANTITIES LEFT AT THE END OF THE DAY. TEA IS OFTEN SERVED WITH LEMON SLICES, BUT SUGAR IS ADDED BY THE CUSTOMER. THIN LEMON SLICES ARE USUALLY PREPARED IN THE MORNINGS AND REFRIGERATED UNTIL USED.

HOT CHOCOLATE

HOT CHOCOLATE IS USUALLY PREPARED ONE OF TWO WAYS IN A RESTAURANT.

1. A PREPACKED ENVELOPE OF HOT CHOCOLATE MIX IS ADDED TO HOT WATER AND STIRRED. THE MIX CONSISTS OF SWEET CHOCOLATE, SUGAR, AND DRY POWDERED MILK.
2. A MACHINE WHICH IS HOOKED UP TO A WATER LINE HEATS ITS WATER THEN COMBINES HOT WATER WITH A DRY CHOCOLATE MIX BEFORE RELEASING IT INTO A CUP.

STUDENT NAME_____

EVALUATION SHEET FOR BEVERAGE PREPARATION

STUDENT IS ABLE TO...	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT
1. IDENTIFY AND EXPLAIN THE FOUR ESSENTIALS IN PREPARATION OF COFFEE			
2. PREPARE COFFEE IN AN URN			
3. PREPARE COFFEE IN A HALF-GALLON AUTOMATIC COFFEE MAKER			
4. PREPARE HOT TEA			
5. OPERATE ICE TEA MACHINE AND CHANGE INSTANT TEA BOTTLE			
6. OPERATE HOT CHOCOLATE MACHINE AND REFILL HOT CHOCOLATE MIX CONTAINER			

SUGGESTED ACTIVITIES

-PROVIDE A COFFEE URN FOR THE CLASS TO VIEW. DEMONSTRATE HOW YOU WOULD MAKE COFFEE IN IT.

-PROVIDE A HALF-GALLON AUTOMATIC COFFEE MAKER FOR STUDENTS TO VIEW. DEMONSTRATE MAKING COFFEE IN IT.

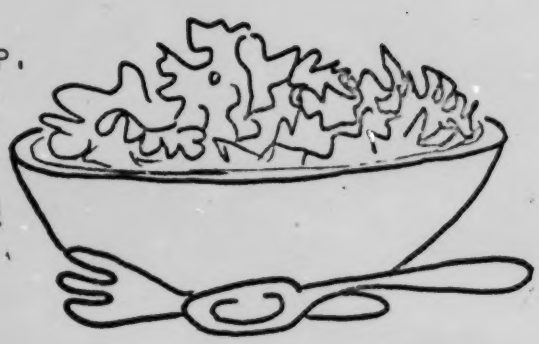
FIELD TRIP:

WHILE ON A FIELD TRIP TO RESTAURANT HAVE STUDENTS VIEW THE WAITRESS STATION WITH ITS BEVERAGE MACHINES. EXPLAIN USE AND CARE OF ICE TEA MACHINE AND HOT CHOCOLATE MACHINE.

EXPERIMENT:

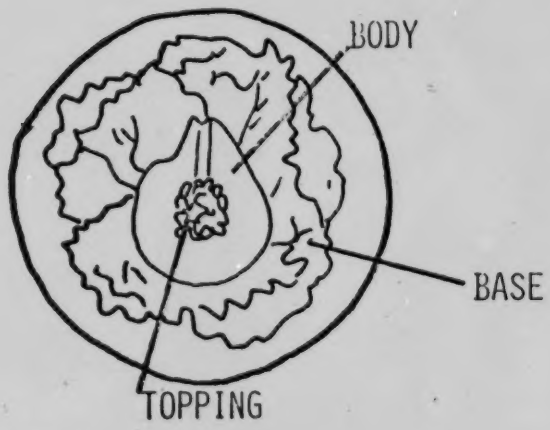
PREPARE HOT WATER FOR TEA MAKING. POUR SOME HOT WATER INTO CUP AND POUR SOME HOT WATER INTO A TEAPOT. CARRY BOTH TO A TABLE. TEST WITH A THEROMETER THE TEMPERATURE UPON REACHING THE TABLE.

SALAD PREPARATION



SALADS CAN BE MADE FROM FOOD OF ALL THE FOOD GROUPS, AND THEY OFTEN COMBINE FOODS FROM MORE THAN ONE GROUP. THEY MAY BE SERVED AT ANY TIME DURING THE MEAL. SALADS SERVED BEFORE THE MEAL ARE APPETIZERS. AN AFTER THE MEAL SALAD IS A DESSERT. THEY MAY BE THE COMPLETE MEAL OR MAIN DISH. SALADS MAY BE PUT INTO GROUPS BY THE FOODS FROM WHICH THEY ARE MADE. A GREEN SALAD IS MADE OF LEAFY VEGETABLES. OTHER KINDS OF SALADS ARE A FRUIT SALAD, A COMBINATION OR MEAT SALAD, AND A GELATIN SALAD.

SALADS MAY HAVE THREE MAIN PARTS: THESE ARE 1) THE BODY OF THE SALAD, 2) THE TOPPING WHICH ADDS COLOR, AND 3) THE BASE UPON WHICH OTHER FOODS ARE PLACED. NOT ALL SALADS HAVE ALL THREE PARTS.



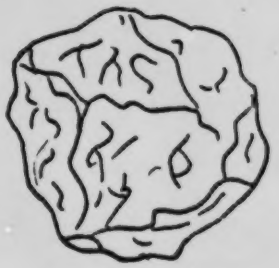
A PEAR HALF (THE BODY) SERVED ON A BED OF GREEN LETTUCE LEAVES (THE BASE) AND SPRINKLED WITH GRATED CHEDDAR CHEESE (THE TOPPING).

GREEN SALADS

SALAD GREENS ARE LEAFY VEGETABLES USED IN SALADS FOR COLOR, TEXTURE, AND FLAVOR. THERE ARE MANY GREENS YOU CAN USE. SALAD GREENS MAY BE USED FOR THE BODY OF THE SALAD OR AS A BASE FOR OTHER SALAD INGREDIENTS. LISTED BELOW ARE SOME DIFFERENT KINDS OR GREENS.

ICEBERG (HEAD) LETTUCE - USED MOST OFTEN. BALL WITH TIGHTLY PACKED LEAVES. IT HAS A SLIGHT "GIVE" WHEN SQUEEZED LIGHTLY. LEAVES SHOULD BE FREE FROM BROWN SPOTS.

CABBAGE - EITHER RED OR GREEN IN COLOR. TIGHTLY PACKED HEAD. CHOOSE ONE WITH A BRIGHT COLOR. LEAVES SHOULD BE FREE OF BROWN SPOTS.



PARSLEY - SMALL BUNCHES OF BRIGHT GREEN LEAVES ON SLENDER STALKS. USED MOSTLY AS A DECORATION. PARSLEY SHOULD BE CRISP AND FRESH.

PREPARING VEGETABLES FOR USE IN A SALAD

1. LETTUCE - BEFORE STORING LETTUCE IT SHOULD BE CORED, WASHED, DRAINED AND PLACED IN AIR TIGHT CONTAINER OR PLASTIC BAG.

   CORE LETTUCE BY STRIKING ITS CORE AGAINST SOMETHING SOLID SUCH AS THE CABINET TOP. THIS SHOULD LOOSEN THE CORE SO THAT IT CAN BE TWISTED AND LIFTED OUT.

   WASH LETTUCE BY RUNNING COLD WATER THROUGH THE CORE AND OVER THE LEAVES.

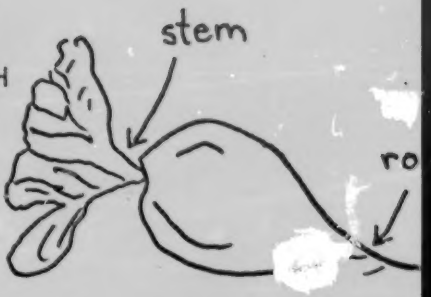
   DRAIN LETTUCE BY TURNING IT'S CORE SIDE DOWN ON A TOWEL OR DRAINING BOARD.

   SERVE LETTUCE BY TEARING IT INTO BITE SIZE PIECES INTO THE SALAD BOWL. YOU CAN TAKE OFF THE OUTER LEAVES TO USE FOR LETTUCE CUP BASES. NEVER CUT LETTUCE WITH A KNIFE FOR IT LEAVES BROWN COLOR WHERE CUT.

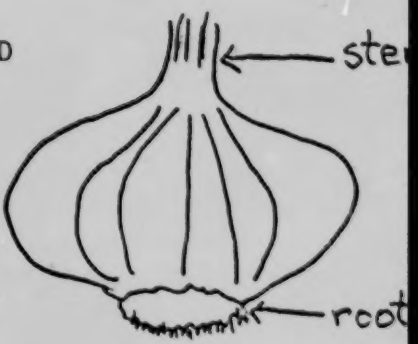
2. OTHER GREENS - WASH ALL GREENS FOR SALADS IN COLD WATER AND DRAIN WELL. STORE IN PLASTIC BAGS IN THE REFRIGERATOR.

3. CUCUMBERS - WASH CUCUMBERS AND PEEL THEM USING THE PEELER. YOU MAY WANT TO LEAVE A PIECE OF GREEN PEELING TO ADD COLOR TO THE SALAD. SLICE THE CUCUMBER WITH THE UTILITY KNIFE.

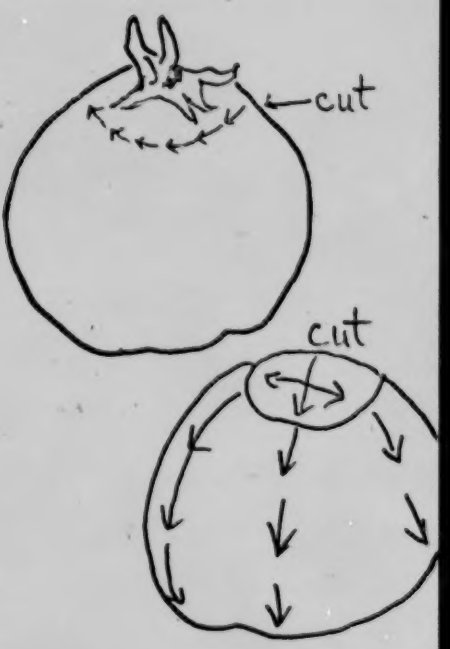
4. RADISH - CUT THE STEM FROM THE RADISH USING A PARING KNIFE. WASH THE RADISH AND CUT IT INTO THIN SLICES.



5. ONION - CUT THE ROOT FROM THE ONION AND REMOVE THE OUTER THIN SKIN. CUT THE ONION INTO THIN SLICES WHILE HOLDING IT BY ITS STEM.

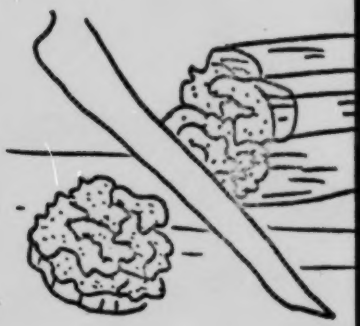


6. TOMATO - WASH EACH TOMATO CAREFULLY. USE A PARING KNIFE TO REMOVE THE STEM AND ANY BAD SPOTS. USE THE UTILITY KNIFE TO EITHER SLICE THE TOMATO OR CUT IT INTO WEDGES.

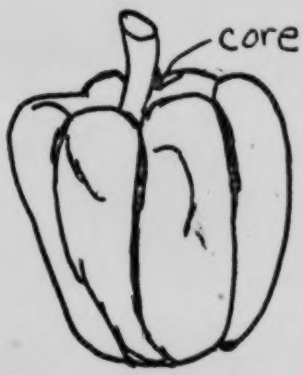


7. CARROTS - WASH CARROTS IN COLD WATER THEN PEEL THEM WITH A PEELER. USE A UTILITY KNIFE TO SLICE THEM. ALWAYS USE A CUTTING BOARD.

8. CELERY - CUT THE BOTTOM FROM THE CELERY TO SEPARATE THE STALKS. WASH EACH STALK IN COLD WATER AND DRAIN WELL. CUT AWAY THE LEAVES AND THE DAMAGED PARTS. SAVE LEAVES FOR THE COOK WHO WILL USE THEM IN SOUPS AND OTHER FOODS.

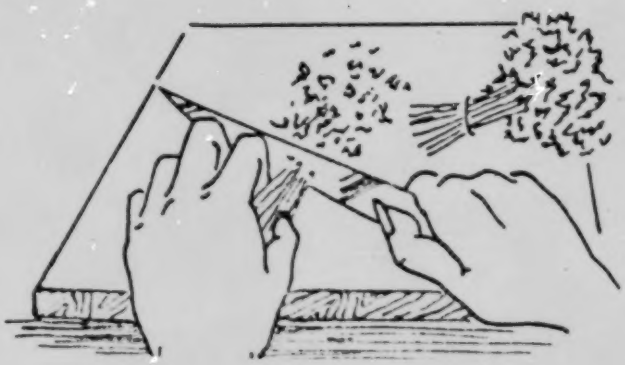


9. GREEN PEPPER - WASH IN COLD WATER. USE A PARING KNIFE TO REMOVE THE CORE AND CUT OUT ANY BAD SPOTS. USE UTILITY KNIFE TO SLICE THE GREEN PEPPER EITHER AROUND OR IN LONG STRIPS.



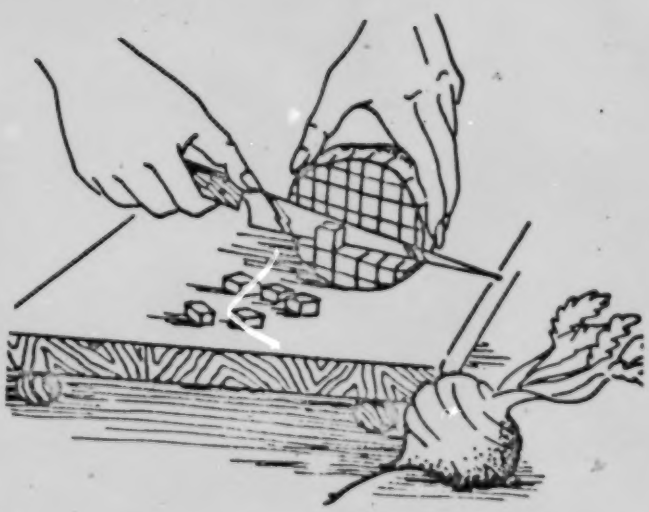
MANY SPECIAL WAYS OF PREPARING SALADS ARE USED. TO HELP YOU UNDERSTAND RECIPES YOU SHOULD KNOW THE FOLLOWING TERMS.

1. CHOP - CUT INTO SMALL PIECES USING A SHARP KNIFE AND CUTTING BOARD.

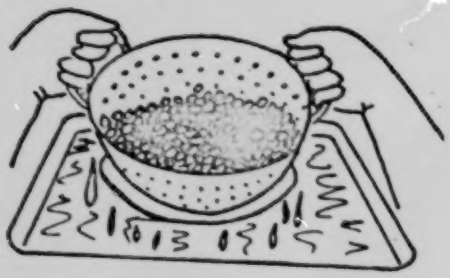


2. CORE - TO REMOVE THE CENTER PIECE OF FRUIT OR VEGETABLES.

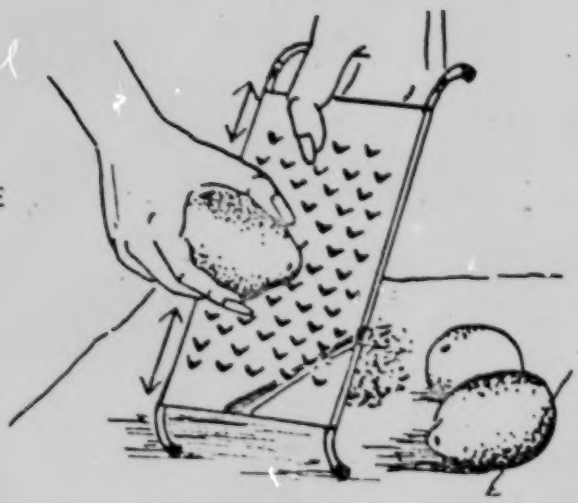
3. DICE - TO CUT INTO EQUAL CUBES USING A SHARP KNIFE AND CUTTING BOARD.



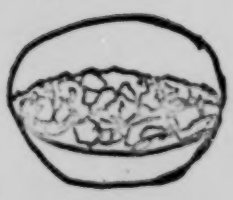
4. DRAIN - TO REMOVE LIQUID AROUND FOOD IN A SIEVE OR COLANDER.



5. GRATE - FORCE OR RUB FOOD OVER SHARP POINTS, TO SEPARATE INTO FINE PIECES.



6. MARINATE - PLACE INGREDIENTS IN A SPECIAL MIXTURE OF LIQUIDS FOR A TIME TO SOAK UP THE LIQUID'S FLAVOR AND BECOME TENDER.

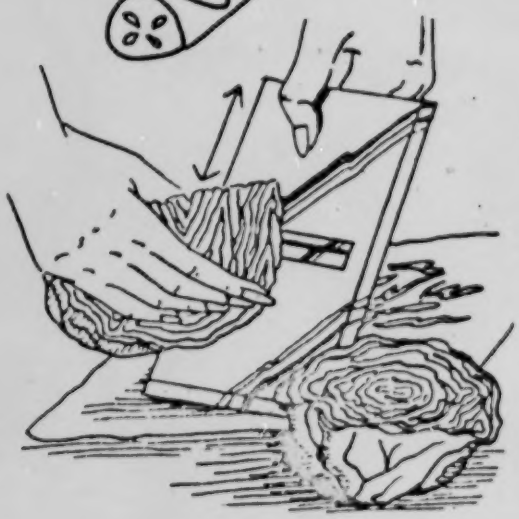


7. MINCE - TO CUT INTO VERY FINE PIECES SMALLER THAN WHEN CHOPPED.

SEE CHOP

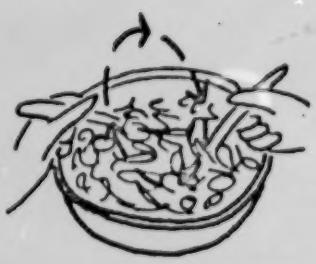
8. MOLD - TO ALLOW A LIQUID MIXTURE TO HARDEN INTO A SHAPE. SPECIAL CONTAINERS ARE USED TO MOLD.

9. PARE OR PEEL - TO CUT OFF THE OUTER SKIN OF A FRUIT OR VEGETABLE.



10. SHRED - CUT INTO VERY THIN PIECES OR STRIPS.

11. TOSS - TO MIX INGREDIENTS BY LIFTING LIGHTLY WITH SPOON AND FORK AND LETTING THE FOOD FALL BACK INTO THE CONTAINER.



VEGETABLE SALADS

A VEGEATABLE SALAD USUALLY HAS SEVERAL VEGETABLES COMBINED WITH SEASONING. THE VEGETABLES MAY BE USED EITHER COOKED OR RAW. THE USE OF VARYING COLORS AND SHAPES OF VEGETABLES ADDS INTEREST TO THE SALAD AS WELL AS DIFFERENT FLAVORS.

SOME VEGETABLE SALADS ARE MARINATED IN OILS AND SPICES WHICH GIVES THEM A BLENDED TASTE VERY DIFFERENT FROM THE USUAL FLAVORS. SUCH AN EXAMPLE IS THREE BEAN SALAD WHOSE FLAVOR IMPROVES WITH THE MARINATING TIME. CARE SHOULD BE TAKEN TO TIGHTLY COVER THE SALAD CONTAINERS WHEN PLACED IN THE REFRIGERATOR BECAUSE OTHER FOODS MIGHT PICK UP THE STRONG FLAVORS.

COMBINATION MEAT SALAD

COMBINATION SALADS COMBINE MEAT USUALLY FISH, PORK, CHICKEN, OR EGGS WITH VEGETABLES. COMBINATION SALADS ARE GOOD SOURCES OF PROTEINS AND OTHER NUTRIENTS AND WHEN SERVED WITH SOME FORM OF BREAD THEY ARE USUALLY THE COMPLETE MEAL. MEATS USED IN THE SALADS ARE FULLY COOKED AND COOLED SO THAT THE SALADS MAY BE SERVED COLD. PROPER STORAGE IS A MUST FOR SALADS CONTAINING MEAT TO GUARD AGAINST BACTERIA GROWTH AND LOSS OF QUALITY AND FLAVOR. SALAD MEATS MAY BE SLICED, DICED, CHOPPED, OR CUBED. EGGS ARE ALWAYS HARD COOKED AND CAN BE USED AS A GARNISH AS WELL AS IN THE SALAD.

FRUIT SALADS

FOR DELICIOUS, ATTRACTIVE SALADS USE FRESH, CANNED, OR FROZEN FRUIT AND GARNISH WITH CRISP GREENS. THE VARIOUS COLORS, SHAPES, AND FLAVORS OF FRUIT WILL TEMPT ANY ONE INTO TRYING ONE. COLOR FOR A SALAD MAY BE PROVIDED BY:

- GREEN OF HONEY DEW MELON BALLS, AVOCADO SLICES, AND SEEDLESS, GRAPES.
- PINK OF WATERMELON BALLS.
- RED OF STRAWBERRIES AND RASPBERRIES.
- ORANGE OF CANTALOUPE BALLS, PEACH, APRICOT, OR ORANGE SLICES.
- YELLOW OF LEMONS, PINEAPPLE AND BANANA CHUNKS.
- BLUE OF BLUE BERRIES AND GRAPES.

CARE SHOULD BE TAKEN TO PREVENT DISCOLORATION OF APPLES, AVOCADOS, BANANAS, PEACHES, AND PEARS. ONCE SLICED THESE FRUITS WILL START DISCOLORING WHEN EXPOSED TO AIR. COAT THEM SLIGHTLY WITH LEMON JUICE OR COMBINE THEM WITH CITRUS FRUITS SUCH AS ORANGES, LEMONS, LIMES AND GRAPEFRUIT TO SLOW DOWN DISCOLORATION.

MANY FRUITS CAN BE CUT INTO VARIOUS SHAPES WHICH ADD INTEREST TO THE SALAD. CUBES, SECTIONS, BALLS AND SPEARS BY THEMSELVES OR COMBINED CHANGE A PLAIN SALAD INTO A FESTIVE ONE.

GELATIN SALADS

GELATIN SALADS ARE COLORFUL, FLAVORFUL, AND HAVE AN UNLIMITED NUMBER OF WAYS TO BE PREPARED. THEY CAN BE OFFERED AS APPETIZERS, DESSERTS, COMBINED WITH VEGETABLES, COMBINED WITH MEATS IN A MAIN SALAD, OR MAY BE THE COMPLETE MEAL. DRY GELATIN EITHER FLAVORED OR UNFLAVORED IS DISSOLVED IN HOT WATER AND WHEN COOLED BECOMES A JELLY-LIKE SOLID. SOME HELPFUL PREPARATION GUIDELINES ARE AS FOLLOWS:

1. FOLLOW LABEL INSTRUCTIONS CAREFULLY.
2. AMOUNTS OF GELATIN AND WATER VARY FROM BRAND TO BRAND.
3. ALL GELATIN IS DISSOLVED IN BOILING WATER AND EQUAL AMOUNTS OF COLD WATER OR LIQUID ARE ADDED AFTER GELATIN IS DISSOLVED.
4. WHEN CANNED FRUITS WITH JUICE ARE ADDED LEAVE OUT PART OF THE COLD WATER.
5. GELATIN MUST BE COMPLETELY SET BEFORE UNMOLDING OR SERVING.

MOLDED SALADS ARE A SPECIAL PREPARATION OF GELATIN SALADS. THE GELATIN MIXTURE IS SET IN A MOLD AND THEN TURNED OUT ONTO A PLATTER WHERE IT KEEPS THE SHAPE OF THE MOLD. HERE ARE SOME HELPFUL HINTS FOR MOLDED SALADS.

1. WHEN USING SYRUP OR JUICES FROM CANNED FRUITS AS PART OF THE LIQUID ADDED TO THE HOT MIXTURE, REDUCE THE AMOUNT OF WATER BY THE AMOUNT OF SYRUP USED.
2. CHILL GELATINS UNTIL PARTIALLY THICKENED BEFORE ADDING ANY SOLID INGREDIENTS.

3. For fruit patterns thicken one layer of gelatin; arrange fruit, chill until firm; add remaining gelatin and chill again.
4. Layer salads should be molded by chilling and setting one layer before adding the next layer.
5. Prepare large gelatin molds one day before they are to be served to allow adequate time for them to set.
6. Fill molds as full as possible for easy unmolding.
7. Brush inside of mold with liquid, unflavored shortening to prevent sticking of the gelatin to the mold.
8. Surround molds with salad greens after unmolding. A crisp bed of greens may cause gelatin to split if the mold is placed directly on them when unmolding.

Steps for releasing a molded salad from a mold are as follows:

- Have serving plate close by.
- Half fill sink or large container with hot water.
- Dip bottom of mold into hot water for 20 to 30 seconds.
- Place platter face down on top of mold, hold both tightly and flip over the mold.
- Tap lightly on sides of mold all around.
- Once mold is on platter refrigerate immediately until time to serve or at least 15 minutes

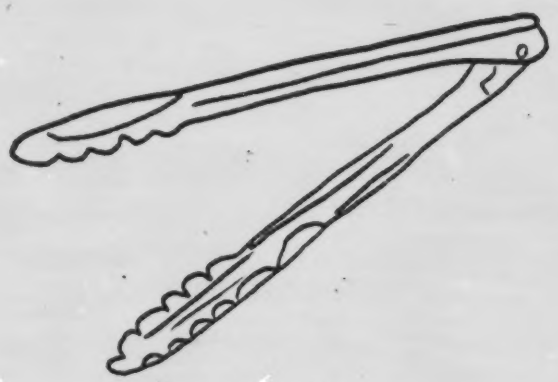
Another way to unmold a gelatin salad is to:

- Use knife to separate salad from walls of mold.
- Place platter face down on top of mold. Hold both tightly and flip over the mold.
- Place hot towels around mold and platter until salad is released from the mold.
- Refrigerate immediately.

SALAD PORTIONS

SALADS SHOULD BE PORTIONED (DIVIDED INTO SERVINGS) JUST BEFORE THEY ARE SERVED. THIS INSURES THEIR FRESHNESS AND CRISPNESS. SALADS SHOULD BE REFRIGERATED UNTIL SERVING TIME AND SHOULD SIT OUT NO LONGER THAN 20 MINUTES. SALADS BECOME LIMP AND SOGGY IF NOT PROPERLY HANDLED.

JUST BEFORE SERVING, TOSS SALADS LIGHTLY. SERVE SALAD GREENS WITH TONGS INTO SMALL SALAD BOWLS. DO NOT SQUEEZE GREENS TOO TIGHTLY OR THEY MAY BE CRUSHED AND BECOME SOGGY. USE TONGS FOR SERVING GARNISHES OF PICKLES, CARROTS AND CELERY STICKS. USE A SLOTTED SPOON TO DRAIN LIQUID FROM MARINATED SALADS. COLESLAW SHOULD BE SERVED WITH A SCOOP. EACH SALAD SHOULD HAVE ITS OWN SPOON OR SCOOP.



SALAD DRESSINGS

SALAD DRESSINGS ARE SERVED TO ACCENT AND BLEND THE FLAVORS IN SALADS. DELICATE AND MEAT SALADS SHOULD USE A TANGY DRESSING. FRUIT SALADS ARE BEST WITH SWEET OR CREAMY DRESSINGS.

DRESSINGS ARE DIVIDED INTO GROUPS ACCORDING TO THEIR INGREDIENTS.

OIL AND VINEGAR. SPICES AND VINEGAR ARE MIXED WITH OIL TO GIVE EACH DRESSING A DISTINCTIVE FLAVOR. OIL AND VINEGAR DRESSING SEPARATE INTO TWO DISTINCT LAYERS WITH THE OIL ON THE TOP. BEFORE USING, SHAKE VIGOROUSLY.

HOMOGENIZED DRESSINGS. HOMOGENIZED DRESSINGS ARE BLENDED INTO A SMOOTH MIXTURE BEFORE BOTTLING. THEY ALSO HAVE OIL, VINEGAR AND SPICES BUT THEY ARE SPECIALLY TREATED TO PREVENT SEPARATION.

LOW CALORIE DRESSINGS. SIMILAR IN TASTE TO REGULAR DRESSINGS LOW CALORIE DRESSING HAVE FEWER THAN HALF THE REGULAR DRESSING CALORIES.

DIETETIC DRESSINGS. DIETETIC DRESSINGS ARE MADE FROM ARTIFICAL SWEETENERS AND WATER IS SUBSTITUTED FOR THE OIL OF REGULAR DRESSING.

TOSSED GREEN SALAD

1. WASH, DRY AND CHILL 1/2 HEAD OF LETTUCE.
2. INTO A LARGE SALAD BOWL, TEAR LETTUCE INTO BITE-SIZED PIECES.
3. ADD - 1/2 CUP CLICED CELERY
   1/4 CUP SLICED RADISHES
   1/4 CUP SLICED CARROTS
   1/4 CUP CHOPPED CUCUMBERS
4. TOSS VEGETABLES TOGETHER WITH A BIG SALAD SPOON AND FORK.
5. TOP WITH GRATED CHEESE AND A CHERRY TOMATO. ADD SALAD DRESSING OF YOUR CHOICE.

4 SERVINGS

OLD-FASHIONED CABBAGE SALAD

1 TEASPOON SALT — 6 SERVINGS

1/4 TEASPOON PEPPER

1/2 TEASPOON DRY MUSTARD

1/2 TEASPOON CELERY SEED

2 TABLESPOONS SUGAR

1/4 CUP CHOPPED GREEN PEPPER

1 TABLESPOON CHOPPED PIMIENTO

1 TEASPOON INSTANT MINCED ONION

3 TABLESPOONS SALAD OIL

1/3 CUP WHITE VINEGAR

4 CUPS FINELY SHREDDED OR CHOPPED CABBAGE

1. IN LARGE BOWL, PLACE ALL INGREDIENTS IN ORDER LISTED; MIX WELL.
2. COVER; REFRIGERATE AT LEAST 3 HOURS.
3. JUST BEFORE SERVING, DRAIN CABBAGE.
4. IF DESIRED, GARNISH WITH WATERCRESS AND SLICED PIMIENTO STUFFED OLIVES.

POTATO SALAD

4 TO 6 SERVINGS

2 POUNDS POTATOES (ABOUT 6 MEDIUM)
1/4 CUP FINELY CHOPPED ONION
1 TEASPOON SALT
1/8 TEASPOON PEPPER
1/4 CUP ITALIAN SALAD DRESSING
1/2 CUP MAYONNAISE OR SALAD DRESSING
1/2 CUP CHOPPED CELERY
2 HARD-COOKED EGGS, CUT UP

1. WASH POTATOES.
2. HEAT 1 INCH SALTED WATER. (1/2 TEASPOON SALT TO 1 CUP WATER) HEAT TO BOILING.
3. ADD UNPARED POTATOES.
4. COVER TIGHTLY; HEAT TO BOILING AND COOK 30 TO 35 MINUTES OR UNTIL TENDER.
5. DRAIN; COOL AND PEEL.
6. CUT POTATOES INTO CUBES; COMBINE IN BOWL WITH ONION.
7. SPRINKLE WITH SALT AND PEPPER; MIX WITH ITALIAN SALAD DRESSING.
8. COVER; REFRIGERATE AT LEAST 2 HOURS.
9. JUST BEFORE SERVING, ADD MAYONNAISE, TOSS UNTIL POTATOES ARE WELL COATED.
10. STIR IN CELERY AND EGGS.

COLE SLAW

6 TO 8 SERVINGS

4 CUPS FINELY SHREDDED OR CHOPPED CABBAGE

1/4 CUP CHOPPED ONION

1/2 CUP DAIRY SOUR CREAM

1/4 CUP MAYONNAISE OR SALAD DRESSING

1/2 TEASPOON SEASONED SALT

1/2 TEASPOON DRY MUSTARD

DASH PEPPER

1. COMBINE CABBAGE AND ONION IN LARGE SALAD BOWL.
2. BLEND REMAINING INGREDIENTS; POUR OVER CABBAGE AND TOSS.
3. IF DESIRED, SPRINKLE WITH PAPRIKA.

THREE-BEAN SALAD

1 CAN (1 POUND) FRENCH-STYLE GREEN BEANS, DRAINED

1 CAN (1 POUND) WAX BEANS, DRAINED

1 CAN (1 POUND) RED KIDNEY BEANS, DRAINED

1/2 CUP CHOPPED GREEN ONIONS

1/4 CUP OF SNIPPED PARSLEY

1 BOTTLE (8OUNCES) ITALIAN SALAD DRESSING

1 TABLESPOON SUGAR

2 CLOVES GARLIC, CRUSHED

CRISP LETTUCE

1. COMBINE BEANS, ONIONS AND PARSLEY IN LARGE BOWL.
2. COMBINE DRESSING, SUGAR AND GARLIC; POUR OVER BEAN MIXTURE AND TOSS.
3. COVER; REFRIGERATE AT LEAST 3 HOURS, STIRRING EVERY ONCE IN A WHILE.
4. JUST BEFORE SERVING, REMOVE BEAN MIXTURE WITH SLOTTED SPOON TO LETTUCE-LINED SALAD BOWL.

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WATERGATE SALAD

1 LARGE CAN CRUSHED PINEAPPLE
1 CAN MANDARIN ORANGES
1C. MINATURE MARSHMALLOWS
½C. COCONUT
1PKG. PISTACHIO PUDDING
1-9OZ. COOL WHIP
2T. TOASTED ALMONDS

1. EMPTY PINEAPPLE INTO BOWL.
2. ADD PUDDING MIX AND STIR WELL.
3. ADD COOL WHIP AND MIX.
4. ADD COCONUT, MARSHMALLOW AND DRAINED ORANGES TO MIX AND STIR.
5. SPRINKLE TOP WITH ALMONDS OVER TOP.

TWENTY-FOUR HOUR SALAD

1-20½ OZ. CAN PINEAPPLE TIDBITS

3 EGG YOLKS

2T. SUGAR

2T. VINEGAR

1T. MARGARINE

1 16OZ. CAN PITTED LIGHT SWEET CHERRIES, DRAINED

2 ORANGES, PEELED, CUT UP

¼C. DRAINED MARASCHINO CHERRIES

2C. MINIATURE MARSHMALLOWS

1C. WHIPPED CREAM

1. DRAIN PINEAPPLE SAVED LIQUID, SEPARATE EGGS.
2. IN TOP OF DOUBLE BOILER, BEAT EGG YOLKS, ADD 2T. PINEAPPLE LIQUID, SUGAR, VINEGAR, BUTTER AND DASH OF SALT.
3. COOK OVER HOT, BUT NOT BOILING WATER, STIRRING CONSTANTLY ABOUT 12 MINUTES.
4. COOL TO ROOM TEMPERATURE.
5. COMBINE DRAINED FRUIT AND MARSHMALLOWS POUR INTO COOKED MIXTURE AND MIX.
6. FOLD IN WHIPPED CREAM.
7. PUT INTO SERVING BOWL.
8. COVER AND CHILL 24 HOURS.

MACARONI CHEESE SALAD

6 oz.	SHELL MACARONI UNCOOKED	¼ C	SALAD OIL
1 C	SLICED CELERY	2 T.	VINEGAR
1 C	SHREDDED CARROTS	1 T.	SUGAR
¼ C	CHOPPED ONION	1 T.	PREPARED MUSTARD
1 10/3/4 oz.	CHEDDAR CHEESE SOUP	1 T.	WORCESTERSHIRE SAUCE

1. COOK MACARONI FOLLOWING PACKAGE DIRECTIONS. DRAIN AND COOL.
2. SHRED CARROTS, SLICE CELERY AND CHOP ONION.
3. COMBINE MACARONI WITH VEGETABLES. SET ASIDE.
4. IN SMALL BOWL BEAT SOUP AND REMAINING INGREDIENTS.
5. ADD ½ TSP. SALT AND DASH OF PEPPER TO SOUP.
6. SPOON SOUP OVER MACARONI MIXTURE. TOSS.
7. CHILL

YIELD: 4 TO 6 SERVINGS

TUNA ON A SHOESTRING

4 TO 6 SERVINGS

1 CAN (6 1/2 OUNCES) TUNA, DRAINED

1 CUP SHREDDED CARROTS

1 CUP DICED CELERY

3/4 CUP TO 1 CUP SALAD DRESSING OR MAYONNAISE

1 CAN (4 OUNCES) SHOESTRING POTATOES.

1. INTO A LARGE BOWL, SEPERATE TUNA INTO CHUNKS.
2. ADD CARROTS, CELERY AND SALAD DRESSING.
3. TOSS UNTIL TUNA IS WELL COATED WITH DRESSING.
4. COVER AND CHILL.
5. JUST BEFORE SERVING, FOLD IN POTATOES.

TURKEY-MACARONI SALAD

6 TO 8 SERVINGS

1 PACKAGE (6 OR 7 OUNCES) SHELL MACARONI
1 CUP CUBED CHEDDAR CHEESE
1 CAN (7OUNCE) TURKEY, DRAINED
3/4 CUP SLICED SWEET PICKLES
1/3 CUP MINCED ONION
1 CUP SALAD DRESSING OR MAYONNAISE
1/4 TEASPOON PEPPER
3/4 TEASPOON SALT
1 CLOVE GARLIC, DRUSHED

1. COOK MACARONI AS DIRECTED ON THE PACKAGE. DRAIN; RINSE WITH COLD WATER.
2. COMBINE MACARONI, CHEESE, TURKEY, PICKLES AND ONION IN LARGE BOWL.
3. STIR TOGETHER SALAD DRESSING, PEPPER, SALT AND GARLIC; POUR OVER MACARONI MIXTURE AND TOSS.
4. COVER; CHILL AT LEAST 3 HOURS.

MANDARIN RING MOLD

2 PACKAGES (3 OUNCES) ORANGE JELLO

2 CUPS HOT WATER OR LIQUID

1 PINT ORANGE SHERBET

1 (11 OUNCES) CAN MANDARIN ORANGES, DRAINED

1. DISSOLVE GELATIN IN HOT LIQUID. IMMEDIATELY ADD ORANGE SHERBET.
2. STIR UNTIL MELTED.
3. ADD ORANGES, CUT OR WHOLE.
4. PUT INTO 2 QUART MOLD.
5. CHILL.
6. UNMOLD.
7. FILL CENTER OF MOLD WITH THE FOLLOWING FILLING:
   1 (11 OUNCES) CAN MANDARIN ORANGES, DRAINED
   1 2/3 CUP PINEAPPLE CHUNKS, DRAINED
   1 CUP COCONUT (GRATED)
   1 CUP SOUR CREAM
   1 CUP MINIATURE MARSHMELLOWS
8. THIS FILLING MAY BE MADE AHEAD AND CHILLED.

BASIC FRENCH DRESSING

¼ C VINEGAR

3/4 C SALAD OIL

½ TSP. PAPRIKA

½ TSP. SALT

1 TSP. SUGAR

1. COMBINE INGREDIENTS IN A CONTAINER WITH A TIGHT FITTING COVER.
2. SHAKE VIGOROUSLY.
3. CHILL
4. SHAKE WELL EACH TIME BEFORE SERVING.
5. STORE IN TIGHTLY COVERED CONTAINER IN REFRIGERATOR

YIELD: 1 CUP

THOUSAND ISLAND DRESSING

1 C MAYONNAISE
1 T. CREAM
2 T. CHILISAUCE
2 T. FINELY CHOPPED SWEET PICKLES
¼ TSP. PAPRIKA
1 TSP. MINCED ONION
1 HARD-COOKED EGG. CHOPPED
2 T. CHOPPED STUFFED OLIVES

1. CONBINE INGREDIENTS
2. MIX WELL
3. STORE IN COVERED CONTAINER IN REFRIGERATOR.

YIELD: 1½ CUPS

SALAD PREPARATION TERMS
QUIZ

NAME_____

MATCH:

_____ 1. DRAIN

_____ 2. MOLD

_____ 3. CHOP

_____ 4. GRATE

_____ 5. PARE OR PEEL

_____ 6. CORE

_____ 7. MINCE

_____ 8. MARINATE

_____ 9. TOSS

_____10. DICE

_____11. SHRED

CHOOSE FROM THE FOLLOWING:

A. CUT INTO SMALL PIECES USING A SHARP KNIFE AND CUTTING BOARD

B. TO REMOVE THE CENTER PIECE OF FRUIT OR VEGETABLE

C. TO CUT INTO EQUAL CUBES

D. TO REMOVE LIQUID FROM FOOD IN A COLANDER

E. FORCE OR RUB FOOD OVER SHARP POINTS, TO SEPARATE INTO FINE PIECES

F. PLACE INGREDIENTS IN A SPECIAL MIXTURE OF LIQUIDS FOR A TIME TO SOAK UP THE LIQUID'S FLAVOR

G. TO CUT INTO VERY FINE PIECES SMALLER THAN WHEN CHOPPED

H. TO ALLOW A LIQUID MIXTURE TO HARDEN INTO A DEFINITE SHAPE

I. TO CUT OFF THE OUTER SKIN OR A FRUIT OR VEGETABLE

J. CUT INTO LONG PIECES OR STRIPS

K. TO MIX INGREDIENTS BY LIFTING LIGHTLY WITH SPOON AND FORK

ANSWERS TO SALAD PREPARATION TERMS QUIZ

1. D
2. H
3. A
4. E
5. I
6. B
7. G
8. F
9. K
10. C
11. J

SUGGESTED ACTIVITIES

USE OPAGUE PROJECTOR TO SHOW COLOR PICTURES OF DIFFERENT TYPES OF SALAD GREENS AND SALADS TO THE CLASS.

ARRANGE A FIELD TRIP TO THE GROCERY STORE TO SEE THE DIFFERENT SALAD GREENS, FRUITS, AND VEGETABLES USED IN A SALAD.

ARRANGE A FIELD TRIP TO A RESTAURANT TO WATCH SALADS BEING PREPARED.

HAVE STUDENTS PLAN AND PREPARE SALADS.

SANDWICH MAKING

SANDWICHES ARE SERVED FOR MANY DIFFERENT OCCASIONS. THEY ARE MADE IN MANY SHAPES AND SIZES. NO MATTER WHAT THE OCCASION MAY BE OR THE SHAPES AND SIZES, THE FIRST RULE IN SANDWICH MAKING MUST BE FRESHNESS.

GUIDELINES FOR KEEPING SANDWICHES FRESH:

1. WHEN TRIMMING CRUSTS OR SLICING BREAD, COVER EACH SLICE WITH PLASTIC WRAP AFTER TRIMMING TO KEEP THE BREAD FROM DRYING OUT.
2. WHEN MAKING ASSEMBLY-LINE STYLE SANDWICHES, LAY WRAP OVER THE PIECES NOT BEING WORKED ON.
3. SANDWICHES SERVED ON TRAYS SHOULD BE COVERED WITH WRAP UNITL THEY ARE SERVED.
4. WRAP DIFFERENT SANDWICH TYPES SEPARATE TO KEEP AROMAS AND FLAVORS FROM MIXING.
5. DON'T STACK SLICES OF TOAST. THIS TRAPS STEAM AND MAKES THEM SOGGY. ARRANGE ON RACK AND KEEP WARM IN OVEN UNTIL TIME TO SERVE.
6. SANDWICHES MADE IN ADVANCE SHOULD BE WRAPPED AND REFRIGERATED.
7. CARE SHOULD BE TAKEN WHEN WRAPPING SANDWICHES SO AS NOT TO SQUASH THE BREAD.

SANDWICHES ARE DIVIDED INTO TWO GENERAL TYPES ACCORDING TO THE TEMPERATURE AT WHICH THEY ARE SERVED.

1. HOT-HOT SANDWICHES ARE SERVED IMMEDIATELY AFTER PREPARATION. THERE ARE FOUR KINDS OF HOT SANDWICHES.

   BROILED- THE SANDWICH FILLING IS COOKED 3 TO 5 INCHES FROM THE TOP UNIT OF AN OVEN.

   GRILLED-SOME SANDWICHES ARE FULLY PREPARED, THEN BUTTER OR MARGARINE ARE SPREAD ON THE OUTSIDE OF THE BREAD SLICES. THE SANDWICH IS PLACED ON A HEATED GRILL, COOKED UNTIL GOLDEN BROWN IN COLOR, AND TURNED OVER TO COOK THE OTHER SIDE. OTHER SANDWICHES HAVE ONLY THE MEAT FILLING COOKED ON THE GRILL.

   TOASTED- BREAD SLICES ARE PREPARED IN A TOASTER UNTIL GOLDEN BROWN IN COLOR, THEN THE FILLING IS ADDED. EXAMPLE: CLUBSANDWICH; BACON, LETTUCE, AND TOMATO.

   OPEN FACE- AN OPEN FACE SANDWICH DOES NOT HAVE A TOP BREAD COVERING AND USUALLY MUST BE EATEN WITH A FORK AND KNIFE INSTEAD OF HELD IN BY THE HANDS. OFTEN AN OPEN FACE SANDWICH IS SERVED WITH A GRAVY OR SAUCE. EXAMPLE: HOT ROAST BEEF WITH GRAVY; BARBEQUE BEEF.

2. COLD-COLD SANDWICHES MAY BE PREPARED AHEAD OF TIME, WRAPPED, AND REFRIGERATED UNTIL SERVING TIME. EXAMPLE: TUNA SANWICH; PEANUT BUTTER

THE BASIC PARTS TO A SANDWICH ARE THE BREAD, THE FILLING, AND THE CONDIMENT.

BREAD - ADD VARIETY, INTEREST, AND DECORATION TO SANDWICHES BY USING BREAD MADE FROM FLOURS OTHER THAN WHITE WHEAT FLOUR. A COMBINATION OF DIFFERENT BREAD AND FILLINGS MAKES FOR A DECORATIVE EFFECT.

FILLING - CUSTOMERS USUALLY MAKE THEIR CHOICES OF SANDWICHES FROM THE DIFFERENT FILLINGS A RESTAURANT OFFERS.

SPREAD - BITS OF MEAT, EGG, VEGETABLES, OR FRUIT ARE MIXED WITH A SOFT CREAMY BASE SUCH AS CREAM CHEESE, MAYONNAISE, OR SALAD DRESSING AND ARE SPREAD ONTO THE BREAD SLICES.

SLICED MEAT OR CHEESE - MEAT AND CHEESE ARE THINLY SLICED AND SERVED ON THE BREAD.

MIXTURES - A VARIETY OF MEAT, CHEESE, VEGETABLES AND SPREADS ARE MIXED AND SERVED ON BREAD.

CONDIMENT - ADDS MOISTURE TO THE BREAD WITHOUT MAKING IT SOGGY. EXAMPLES; MAYONNAISE, MARGARINE, MUSTARD, AND SALAD DRESSING.

RULES FOR MAKING QUALITY SANDWICHES

1. ALWAYS USE FRESH BREAD.
2. USE A SOFT SPREAD OR CONDIMENT THAT WILL SPREAD SMOOTHLY WITHOUT TEARING THE BREAD.
3. SPREAD INTO EACH CORNER OF THE SANDWICH. LEAVE THE SPREAD SMOOTH AND EQUAL ON ALL PARTS OF THE BREAD.
4. WHEN TRIMMING THE CRUST OR SLICING, CUT NEATLY WITHOUT RIPPING THE BREAD OR FILLING.
5. PROPERLY WRAP THE SANDWICH IF IT IS TO BE STORED UNTIL SERVING TIME.
6. SERVE THE SANDWICH AT THE CORRECT TEMPERATURE.
7. APPLY GARNISH TO EACH PLATE FOR A MORE ATTRACTIVE APPEARANCE.

THE SANDWICH MAKER'S DUTIES START BEFORE THE RESTAURANT OPENS EACH DAY. HE/SHE MUST:

1. CHECK THE DAILY MENU FOR THE SANDWICHES OFFERED.
2. CLEAN, PREPARE, AND PROPERLY STORE ALL VEGETABLES AND GARNISHES THEY WILL USE THAT DAY.
3. MAKE ALL FILLINGS AND STORE PROPERLY.
4. CHECK WORK AREA TO SEE THAT HEATING OR COOLING EQUIPMENT IS WORKING PROPERLY.
5. CHECK WORK AREA FOR CLEAN AND SANITARY CONDITIONS.
6. ORGANIZE EQUIPMENT AND INGREDIENTS.

ORGANIZATION OF THE EQUIPMENT, INGREDIENTS, AND THE WORK STATION SAVES THE SANDWICH MAKER TIME AND ENERGY. INGREDIENTS SHOULD BE WITHIN EASY REACH AND THE MOST USED INGREDIENTS AND SPREADS SHOULD BE CLOSEST TO THE CUTTING BOARD. UTENSILS SHOULD BE LINED UP TO THE RIGHT IF YOU ARE RIGHT HANDED, TO THE LEFT IF YOUR LEFT HANDED. WASTE BASKETS SHOULD BE CLOSE BY AND NOT BY FOOD.

DURING THE DAY A SANDWICH MAKERS DUTIES ARE TO:

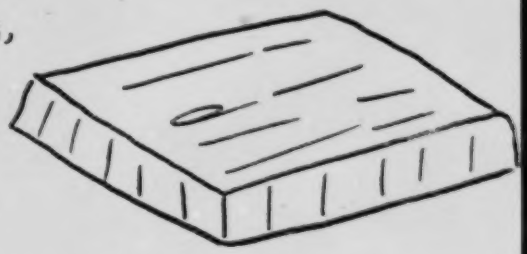
1. MAKE SANDWICHES BY RECIPES AS THE ORDERS COME IN
2. FOLLOWING SERVING RULES
3. KEEP YOURSELF AND WORK AREA CLEAN AND NEAT

CLOSING DUTIES ARE:

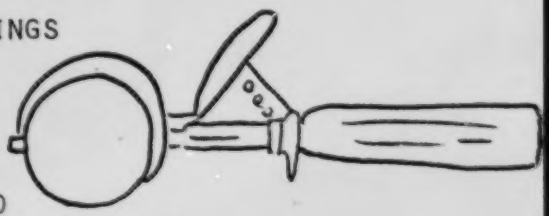
1. STORE REMAINING SANDWICH INGREDIENTS
2. TAKE ALL EQUIPMENT AND UTENSILS TO DISH ROOM FOR CLEANING
3. UNPLUG ALL ELECTRICAL EQUIPMENT
4. CLEAN YOUR WORK AREA

SANDWICH MAKERS SHOULD KNOW AND FOLLOW SANITATION AND SAFETY RULES AT ALL TIMES. THEY MUST KNOW THE PROPER PROCEDURES FOR FOOD STORAGE. SANDWICH MAKERS PREPARE ONLY FOOD AND DO NOT HANDLE USED DISHES OR MONEY. SANDWICH MAKERS MUST KNOW THE PROPER EQUIPMENT FOR SANDWICH MAKING:

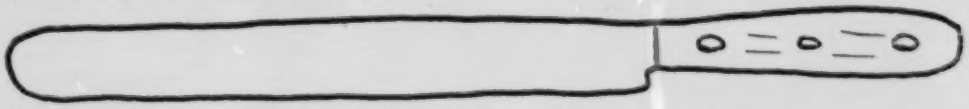
LARGE CUTTING BOARD - ALL SLICING, DICING, OR MINCING OF INGREDIENTS SHOULD BE DONE ON THE CUTTING BOARD. SANDWICHES SHOULD BE PREPARED ON TOP OF THE BOARD.



SCOOPS FOR FILLING - TO INSURE ALL SERVINGS ARE EQUAL, USE A SCOOP FOR MEASURING.

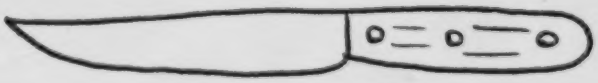


SLICING KNIFE - LONG KNIFE WITH SERRATED EDGE FOR SLICING BREAD WITHOUT TEARING IT.

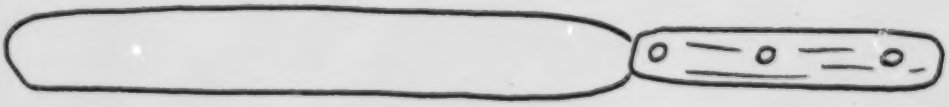


FRENCH KNIFE - USED FOR CHOPPING OR MINCING INGREDIENTS.

PAIRING KNIFE - USED FOR TRIMMING AND PEELING OF SMALL AREAS.

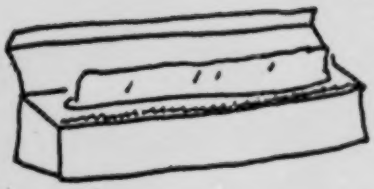


SANDWICH SPREADER - USED FOR APPLYING MAYONNAISE, MUSTARD, OR SPREADS ON BREAD.



HOW TO WRAP SANDWICHES

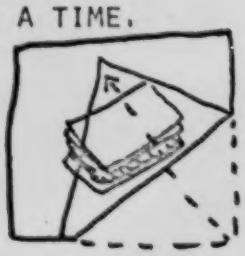
1. TEAR A SHEET OF PLASTIC WRAP FROM THE ROLL.



2. LAY THE WRAP ON THE COUNTER. PLACE A SANDWICH ON THE WRAP.

3. BRING THE CORNERS OVER THE BREAD, ONE AT A TIME.

A.



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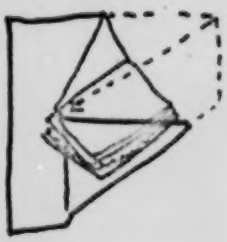

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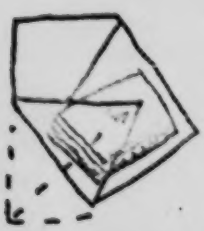


D.

4. PLACE SANDWICHES IN THE REFRIGERATOR AFTER THEY ARE WRAPPED.

GRILLED CHEESE SANDWICH

YIELD: 1

2 SLICES OF BREAD

1 SLICE PROCESS AMERICAN CHEESE

1. FOR EACH SANDWICH, BUTTER 2 SLICES OF BREAD.
2. PLACE CHEESE BETWEEN SLICES OF BREAD.
3. SPREAD OUTSIDE OF SANDWICH WITH SOFT BUTTER.
4. BROWN LIGHTLY ON BOTH SIDES IN SKILLET OR ON GRIDDLE (USE LOW HEAT) UNTIL CHEESE MELTS AND BREAD IS LIGHTLY BROWNED.

TUNA TUGS

1 6½ OZ. CAN TUNA
1T. LEMON JUICE
2 HARD COOKED EGGS, CHOPPED
¼C. SWEET PICKLE RELISH
2T. SLICED GREEN ONIONS
MARGARINE
¼T. SALT
DASH PEPPER
3 ENGLISH MUFFINS, SPLIT, TOASTED
LETTUCE
2 MEDIUM TOMATOES
½C. MAYONNAISE

1. DRAIN TUNA, START EGGS COOKING.
2. BREAK TUNA INTO CHUNKS AND SPRINKLE WITH LEMON JUICE.
3. CHOP EGGS, SLICE ONIONS, SLICE TOMATOES THINLY.
4. COMBINE EGGS, PICKLE RELISH, ONIONS, SALT, AND PEPPER. MIX GENTLY WITH TUNA.
5. SPREAD EACH MUFFIN HALF WITH MARGARINE.
6. TOP EACH MUFFIN HALF WITH LETTUCE.
7. LAYER TOMATO SLICES ON LETTUCE, AND ADD THE TUNA SALAD.
8. PLACE A DAB OF MAYONNAISE ON TOP OF TUNA SALAD

SERVES 6

CURRIED TURKEY OPEN FACE

1	APPLE, CORED	¼C.	SOUR CREAM
	LEMON JUICE	3T.	MILK
12	THIN SLICES COOKED TURKEY	2T.	CURRY POWDER
2T.	WATER	6	SLICES FRENCH BREAD, TOASTED
½	CAN CREAM OF CHICKEN SOUP		

1. CUT APPLE INTO 18 WEDGES, BRUSH WITH LEMON JUICE.
2. HEAT TURKEY SLICES IN WATER, COVER, AND HEAT 4 TO 5 MINUTES.
3. TURN SLICES AFTER 3 MINUTES.
4. IN ANOTHER SAUCE PAN, COMBINE SOUP, SOUR CREAM, MILK AND CURRY POWDER. HEAT.
5. PLACE 2 SLICES ON TOASTED BREAD, TOP WITH 3 SLICES APPLE.
6. SPOON SOUP OVER APPLES AND TURKEY.
7. SERVE IMMEDIATELY.

PIZZA PUPPY TOASTS

- 4 HOT DOGS
- 1 TOMATO SMALL
- ¼TSP. GARLIC SALT
- ¼TSP. OREGANO
- ¼TSP. PEPPER
- 4 FRANKFURTER BUNS
- 2T. GRATED PARMESAN CHEESE
- 2T. GRATED AMERICAN CHEESE
- MARGARINE

1. GRATE THE HOT DOGS.
2. CHOP TOMATO FINELY AND BLEND IT WITH THE GARLIC SALT, OREGANO, AND PEPPER.
3. BUTTER BUNS.
4. SPREAD HOT DOGS ON BUNS.
5. SPRINKLE TOMATO MIXTURE OVER HOT DOG.
6. COMBINE THE TWO CHEESES
7. COVER TOMATO WITH CHEESES
8. BAKE AT 400° FOR 10 MINUTES.

ITALIAN SUB

½	LOAF FRENCH BREAD	4-6	SLICES HAM COOKED
	SOFT MARGARINE	½	CUCUMBER
3	CRISP LETTUCE LEAVES	½	LARGE ONION (SLICED)
¼	POUND SLICED SALAMI	3T.	PREPARED MUSTARD
1	TOMATO		SALT
2	OUNCES SWISS CHEESE		PEPPER

1. CUT BREAD IN HALF HORIZONTALLY.
2. SPREAD BUTTOM HALF WITH MARGARINE.
3. THINNLY SLICE THE TOMATO, CUCUMBER, AND ONION.
4. LAYER LETTUCE ON THE BREAD WHICH HAS BEEN BUTTERED.
5. TOP LETTUCE WITH SALAMI SLICES, THEN TOMATO.
6. SEASON TOMATO WITH SALT AND PEPPER.
7. TOP TOMATO WITH CHEESE SLICES, THEN HAM SLICES, CUCUMBER, AND ONIONS.
8. SPREAD TOP HALF OF BREAD WITH MUSTARD AND PLACE ON TOP OF ONION.
9. SECURE TOP WITH TOOTHPICKS.
10. CUT INTO SECTIONS TO SERVE.

SERVES 4

STUDENT'S NAME_____

EVALUATION SHEET FOR SANDWICH MAKING

THE STUDENT:	GOOD	AVERAGE	POOR
1. FOLLOWS BASIC PROCEDURES, USING CORRECT UTENSILS IN MAKING SANDWICHES.			
2. FOLLOWS DIRECTIONS AND RECIPE ACCURATELY WHEN MAKING FILLINGS.			
3. MAKES SANDWICHES WITH GOOD EYE-APPEAL.			
4. RECOGNIZES AND PRACTICES SANITATION AND SAFETY PRINCIPLES.			
5. STORES ALL INGREDIENTS PROPERLY TO INSURE FRESHNESS.			
6. MAINTAINS NEAT, ORDERLY WORK AREA.			
7. IDENTIFIES SEVERAL DIFFERENT TYPES OF BREAD USED IN SANDWICH MAKING.			
8. DISPLAYS KNOWLEDGE OF THE PROPER CARE AND CLEANING OF EQUIPMENT USED IN SANDWICH MAKING.			
9. OBSERVES PERSONAL AND WORK HABITS WHICH PROMOTE SANITATION AND PROTECT THE HEALTH OF THE CUSTOMER.			

COMMENTS:

SUGGESTED ACTIVITIES

-LOOK THROUGH RECIPE BOOKS FOR EXAMPLES OF HOT AND COLD SANDWICHES. SHARE WITH CLASS THE SANDWICH TYPE AND ITS PARTS. (BREAD USED, TYPE OF FILLING, CONDIMENTS.)

-USE OPAQUE PROJECTOR TO SHOW CLASS COLORFUL PICTURES OF SANDWICHES. POINT OUT GARNISH TECHNIQUES.

APPLICATION:

-PRACTICE MAKING SANDWICHES IN CLASS.

FIELDTRIP:

-TAKE A FIELDTRIP TO A RESTAURANT TO VIEW SANDWICHES BEING MADE.

-ASK RESTAURANT MANAGER OR WORKER TO DEMONSTRATE USING THE GRILL AND HOW TO CLEAN A GRILL.

DISHWASHING PROCEDURES

EVERY RESTAURANT NEEDS SOMEONE TO RUN THE DISHWASHING MACHINE. EVEN THOUGH THE JOB DOES NOT BRING THE DISHWASHER CLOSE TO THE CUSTOMER, HIS WORK IS VERY IMPORTANT. DISHWASHERS ARE ALWAYS NEEDED. THE RESTAURANT CANNOT OPERATE WITHOUT DISHES. THE DISHWASHER MUST CLEAN DISHES WELL TO STOP THE SPREAD OF DISEASE AND ILLNESS. DISHWASHERS ALSO WATCH FOR CHIPPED OR CRACKED DISHES AND SEPARATE THEM FROM THE GOOD DISHES. ALL DISHES SHOULD BE SPARKLING CLEAN WHEN TAKEN TO THE CUSTOMER FOR CUSTOMERS ARE TURNED AWAY BY DIRTY OR SPOTTED DISHES AND SILVERWARE.

THE MOST IMPORTANT PART OF DISHWASHING WORK IS SPEED. EVERY HOUR HUNDREDS OF DISHES ARE WASHED. EACH DISH MUST BE SCRAPED, WASHED, RINSED AND DELIVERED IN MINUTES FOR REUSE. THE RESTAURANT WOULD STOP WITHOUT CLEAN DISHES.

THERE IS MORE TO BEING A DISH MACHINE OPERATOR THAN PUSHING BUTTONS ON MACHINES. YOU MUST KNOW HOW TO PREPARE DISHES FOR THE DISH MACHINE. FOLLOWING ARE THE STEPS TO FOLLOW WHEN PREPARING DISHES FOR WASHING.

SORTING- WHEN THE DIRTY DISHES COME IN, YOUR FIRST JOB IS TO SORT THEM INTO GROUPS OF GLASSES, CUPS, SILVERWARE, AND PLATES. AS YOU SORT, WATCH FOR CHIPPED OR CRACKED DISHES AND THROW THEM AWAY BECAUSE THEY MIGHT BREAK UNDER HIGH RINSE TEMPERATURES.

SCRAPPING-TAKE THE SORTED DISHES TO THE SCRAPPING SINK. REMOVE ALL SCRAPS OF PAPER, BONES, OR MELON RINDS WHICH CANNOT BE GROUND BY THE GARBAGE DISPOSER. SCRAPE ALL SOFT SCRAPS INTO THE SINK WITH A PLASTIC SCRAPER. WHEN THERE ARE TWO TO THREE CUPS OF

GARBAGE IN THE SINK, PUSH IT INTO THE DRAIN OF THE DISPOSER. DO NOT PUT FOODS SUCH AS ORANGE PEELINGS, BONES OR SEEDS INTO THE DISPOSER.

REMEMBER, DO NOT PUSH FOOD INTO THE DISPOSER WHILE IT IS RUNNING.

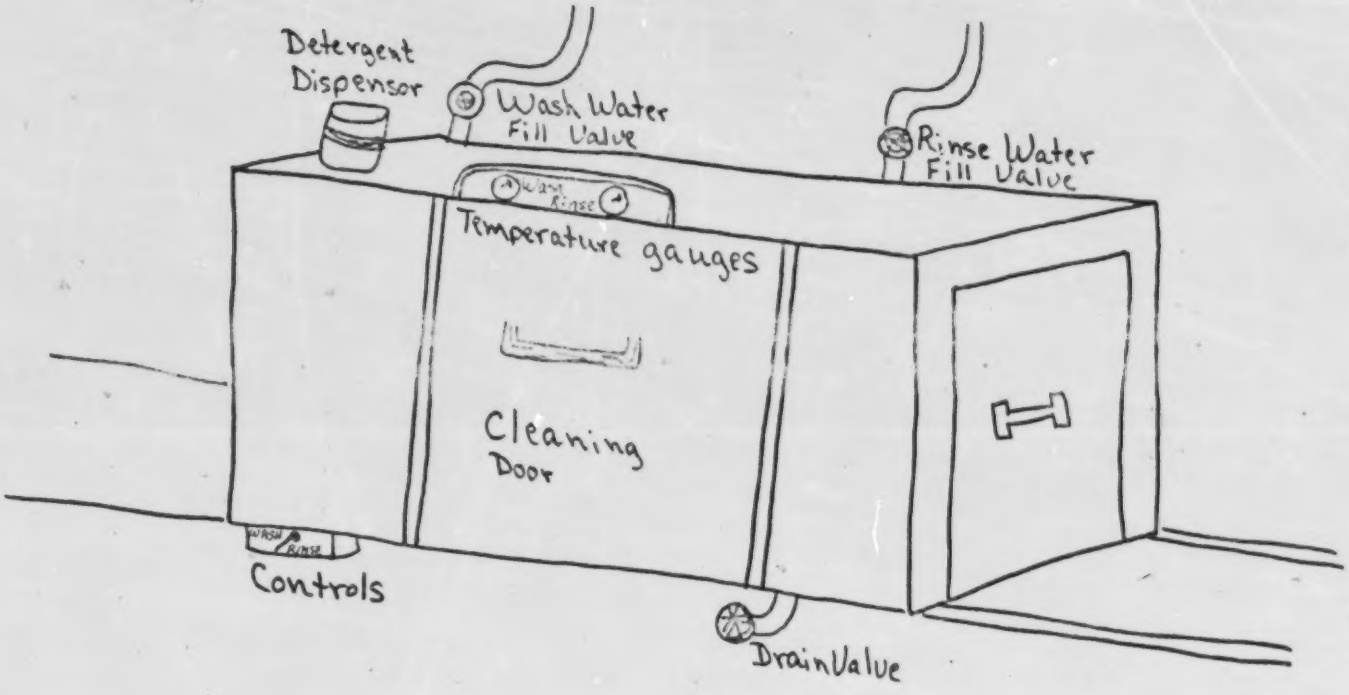
RINSING- AFTER REMOVING THE GARBAGE FROM THE DISHES, RINSE THEM WITH A HOT WATER SPRAY TO REMOVE ANY FOOD SCRAPS LEFT. TEMPERATURE OF THE SPRAY SHOULD BE 100 F. IF SOME STAINS REMAIN, LET THE DISHES SOAK FOR 15 MINUTES IN A HOT WATER AND DETERGENT SOLUTION.

RACKING- PLACE THE DISHES IN RACKS AS YOU RINSE THEM. GROUP LIKE DISHES TOGETHER. DO NOT STACK THEM TWO OR THREE HIGH. DISHES WHICH ARE NOT RACKED CORRECTLY WILL COME FROM THE DISH MACHINE SPOTTED AND STILL DIRTY.

THERE ARE THREE TYPES OF DISH MACHINES.

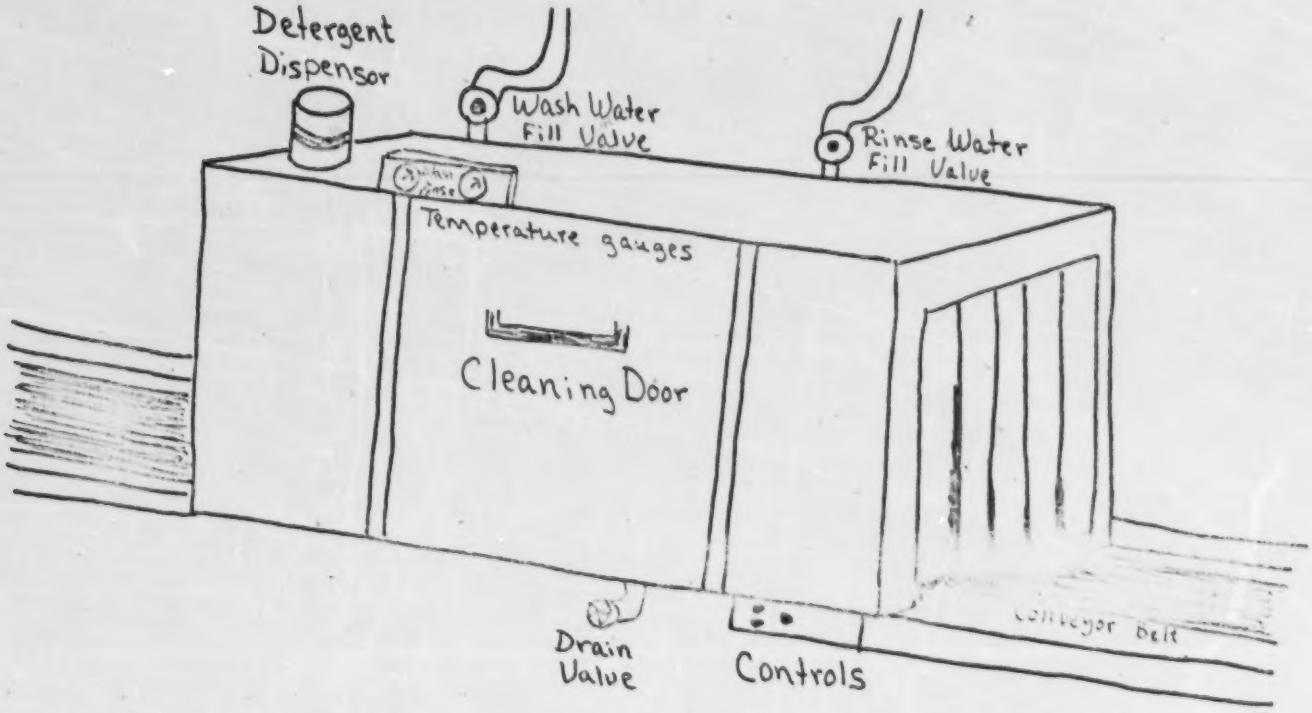
SINGLE TANK

1. BOX-LIKE
2. BOTH WASHING AND RINSING ARE DONE INSIDE BOX.
3. DISHWASHER OPENS DOOR, PUSHES IN DISHES, TURNS ON MACHINE (DISHES ARE IN A RACK)
4. DISHWASHER PUSHES RINSE HANDLE.
5. DISHWASHER TURNS OFF MACHINE AND OPENS DOOR ON OTHER SIDE AND REMOVES THE TRAY OF CLEAN DISHES.
6. ALL WORK IS DONE BY DISHWASHER; MACHINE ONLY HEATS AND RELEASES WATER UNDER PRESSURE.



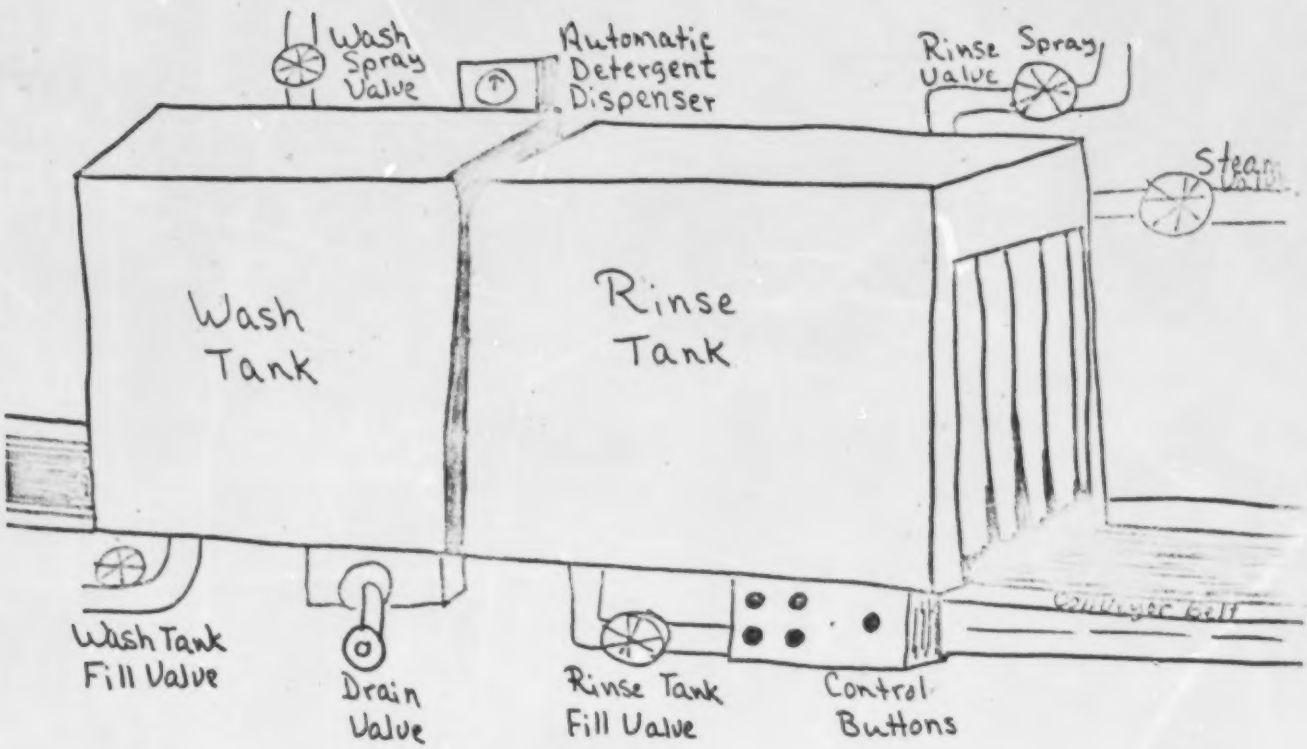
SINGLE TANK WITH CONVEYOR BELT

1. BOX IS LONGER.
2. BOTH WASHING AND RINSING DONE INSIDE BOX.
3. DISHWASHER PUTS DISHES WHICH ARE RACKED ON CONVEYOR BELT.
4. TURNS ON MACHINE.
5. MACHINE WASHES DISHES AND RINSES THEM. AFTER RINSING THEY ARE MOVED OUTSIDE THE MACHINE BY THE CONVEYOR BELT.



TWO-TANK MACHINE:

1. HAS TWO BOXES CONNECTED TOGETHER AND HAS A CONVEYOR BELT.
2. DISHWASHER PUTS DISHES WHICH ARE RACKED ON CONVEYOR BELT. TURNS ON MACHINE.
3. MACHINE MOVES DISHES INSIDE TO BE WASHED, THEN MOVES THEM TO RINSE AREA, AND LAST MOVES THEM OUT OF MACHINE.
4. RINSE WATER IS HOTTER IN THIS KIND OF MACHINE.
5. MORE DISHES CAN BE RUN THROUGH MACHINE IN A SMALLER AMOUNT OF TIME.



CARE OF DISH MACHINE:

1. ONCE A WEEK THE DISH MACHINE SHOULD BE CLEANED.
2. USE A SPECIAL MADE DETERGENT TO CLEAN BUILT ON FOOD, RUST, AND WATER DEPOSITS AWAY.
3. READ MANUFACTURER'S INSTRUCTION BOOKLET ON CLEANING THE DISH MACHINE IF YOU HAVE ANY QUESTIONS.
4. DETERGENT MUST BE ADDED REGULARLY OR WHEN NEEDED.
5. TANKS MUST BE DRAINED EACH DAY AFTER THE RESTAURANT CLOSES AND SOME TIMES MORE OFTEN WHEN CLEANING GREASY DISHES OR A LARGE NUMBER OF DISHES.
6. DISHWASHER TURNS OFF MACHINE.

MANUAL DISHWASHING

WHEN A DISH MACHINE IS BROKEN IN THE RESTAURANT, SOME RESTAURANTS CLOSE UNTIL REPAIRS CAN BE MADE; OTHER RESTAURANTS START WASHING DISHES MANUALLY (BY HAND).

MANUAL WASHING OF DISHES REQUIRES MORE TIME AND IS HARDER WORK FOR THE DISHWASHER. THE PIECES OF EQUIPMENT NEEDED TO WASH DISHES MANUALLY INCLUDE:

1. A RUBBER SCRAPER. USE A RUBBER SCRAPER TO REMOVE FOOD SCRAPS AND SAUCES FOR DISHES. THE WASH WATER WILL STAY CLEANER WHEN THE DISHES ARE SCRAPED CLEAN.
2. A LARGE GARBAGE CAN WITH PLASTIC LINER. SCRAPE FOOD AND PAPER TRASH INTO THE GARBAGE CAN. THE PLASTIC LINER KEEPS THE GARBAGE CAN CLEANER AND MAKES IT EASIER TO EMPTY IT.
3. THREE SEPARATE SINKS. EACH SINK MUST BE ABLE TO HOLD TEN GALLONS OF WATER AND SHOULD HAVE A HEATER WHICH KEEPS THE WATER AT THE CORRECT TEMPERATURE.

   THE FIRST SINK IS THE WASHING SINK AND SHOULD HAVE A WATER TEMPERATURE OF 125° F. USE A DETERGENT WHICH MAKES FEW SUDS IN THE FIRST SINK.

   THE SECOND SINK IS THE RINSE SINK AND SHOULD NOT HAVE DETERGENT IN IT. ITS WATER TEMPERATURE SHOULD BE BETWEEN 100° AND 125° F. THE THIRD SINK IS THE SANITIZING SINK WITH A WATER TEMPERATURE OF 170° F. OR MORE. THE HOT WATER KILLS ANY BACTERIA LEFT ON THE DISHES.

4. Dish racks. Dish racks are made of steel and covered with plastic or rubber. The plastic covering keeps dishes from getting broken when put into the dish rack and keep the dish racks from rusting. Dish racks should have long handles which makes it easier to put them into and out of the hot water used in the third sink.

5. Strong detergent. The detergent used is stronger than the kind used at home. It should make only a few suds. Rubber gloves may be needed to protect the hands from the strong detergent.

6. A clock. A clock is needed to time the dishes in the rinse and sanitizing water. Dishes should stay one-half minute or more in each sink.

7. A thermometer. A thermometer is needed for the third sink. The dishwasher should check the thermometer often to make sure the water temperature does not go lower than 170° F.

8. A brush. Use a brush with strong bristles to remove soil from dishes in the wash water. Do not use dish cloths for they spread food stains and bacteria from one dish to other dishes.

9. A drain area. Dishes after sanitizing in the third sink should be allowed to air dry. Do not towel dry dishes, because towels hold and spread bacteria from one dish to another.

10. A storage area. Glasses and cups should be stored upside down on clean racks. Silverware should be stored with the handles up in plastic or metal containers. Plates and bowls should be stacked on clean racks. When stacking dishes, do not touch the parts where food will be placed. Cover all dishes with clean, dry dish towels.

STUDENT NAME_____

EVALUATION SHEET FOR DISH WASHING

STUDENT IS ABLE TO...	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT
1. SORT SOILED DISHED AND GROUP THEM FOR CLEANING			
2. PREPARE DISHED FOR WASHING BY SCRAPING THEM AND HAS KNOWLEDGE OF DISPOSER			
3. DEMONSTRATE PROPER RACKING TECHNIQUES			
4. IDENTIFY THE THREE BASIC TYPES OF DISHMACHINES AND OPERATE THEM PROPERLY.			
5. DESCRIBE DE-SCALING PROCEDURE FOR DISHMACHINES.			
6. IDENTIFY SINKS USED IN MANUAL DISHWASHING AND THE WATER TEMPERATURE OF EACH.			
7. STACK DISHES FOLLOWING SANITATION GUIDE LINES			

SUGGESTED ACTIVITIES

EXAMINE DISH RACKS. POINT OUT THE USE OF PLASTIC OR RUBBER OVER STEEL TO PREVENT BREAKAGE OR RUSTING. HAVE STUDENTS PRACTICE RACKING DISHES.

DEMONSTRATE WASHING DISHES MANUALLY.

ARRANGE A TRIP TO THE SCHOOL CAFETERIA TO LOOK AT THE DISHWASHING EQUIPMENT.

FIELD TRIP:

- VISIT SEVERAL DIFFERENT TYPES OF RESTAURANTS IN YOUR AREAS AND EXAMINE THE DISHWASHING EQUIPMENT. MAKE A LIST OF THE RESTAURANT AND EQUIPMENT USED. DOES THE EQUIPMENT USED TELL YOU THE TYPE OF RESTAURANT?
- ASK THE DISHWASHER TO DEMONSTRATE THE STEPS IN WASHING DISHES.

APPENDIX

EXAMPLE OF TRAINING AGREEMENT

Vocational Education
Minot Public School
Magic City Campus

Special Needs - Food Service
On the Job Work Experience
Training Agreement for 19__-__

This agreement certifies that _____ who is enrolled in Special Needs-Home Economics at Magic City Campus and who is ____ years of age will work under the Minot Public Schools on the job training experience program at _____. This period of training
(Training Agency-Work Station)
will begin on _____, _____, and will be for
(day) (date)
approximately 90 minutes per day, Monday through Thursday for _____ weeks and will end on _____, _____,
(day) (date)
unless otherwise notified. During the training period the student will be supervised in school by _____
(Instructor-Coordinator)
and on the job by _____.
(Supervisor in charge)

It is understood that because this work experience is a training situation for less than 40 hours the student will receive no compensation for this stated period of time. The student will be covered by school compensation insurance both to and from the station and while at the work station. All accidents and/or injuries are to be reported to the instructor immediately and he/she in turn will follow necessary procedures in reporting to proper school authorities.

The work station agrees that it will function as a training station to provide "hands on" experience to the students during the training period. The student trainee shall not displace regular employees, but will be able to work closely with them performing a variety of tasks necessary for the successful operation of this food service business.

The trainee is in ro way entitled to a job as the result of this experience but should he/she perform well it is hoped that he/she would be encouraged to apply for or seek employment or continued education in the food service industry.

DURING THE "ON THE JOB" TRAINING EXPERIENCE IT IS IMPORTANT THAT:

1. The student is responsible for daily attendance and for reporting to both the instructor and the station supervisor if and when he or she is going to be absent. This is the responsibility of the student and should be done as soon as he/she realizes that they will not be able to report to their station. Failure to report results in automatic grade reduction regardless of reason.

2. The student report to the instructor in charge before leaving for the bus and upon return from the work station.

3. The student be properly dressed (uniform) and groomed before leaving for the work station.

4. The student conform to the rules and regulations of both the school and the training station.

5. The instructor-coordinator be consulted about any supervisor-student problem concerning attendance, appearance, or performance as soon as possible.

6. The training supervisor assist not only in providing the student with a variety of experiences but also assist in providing a meaningful evaluation of the student.

7. The student abides by all implied and stated terms included in this memorandum and established by the supervisor and/or instructor.

This student is bound during this occupational experience time by all school regulations and any violations will be treated accordingly by the school administration in cooperation with the student and his/her parent or guardian.

This agreement may only be terminated upon mutual consent of student, supervisor, and instructor-coordinator. Each shall have a copy for record.

_____ _____ _____
(Supervisor or Manager in Charge) Phone No. (Establishment)

_____ _____ _____
(Parent or Guardian) Phone No. (Student)

_____ _____ _____
(Instructor-Coordinator) Phone No. (School)

Date _____

EMPLOYEE EVALUATION REPORT
HOME ECONOMICS/SPECIAL EDUCATION WORK EXPERIENCE
MINOT PUBLIC SCHOOLS

Name of employee _____ Work Location _____

Dates of evaluation _____ Supervisor _____

Place number in column 5 which best describes the employees rating.

AREA RATING	1	2	3	4	Rating 5
ATTENDANCE	Frequently absent	Occasionally absent	Seldom absent	Never absent unless with good reason	
PERSONAL HEALTH AND HYGIENE	Neglects hygiene and health	Occasionally unhealthy	Usually used good health practices	Excellent health and hygiene	
APPEARANCE	Unkept	Usually poor groomed	Generally well groomed	Very well groomed	
SELF INITIATIVE	Needs frequent guidance	Is able to perform duties	Can make own plans	Takes own initiative	
COOPERATION	Argues frequently	Occasionally uncooperative	Usually is able to get along	Cooperation is to the fullest	
WORK ORGANIZATION	Poor organizer	Needs assistance in plan	Is usually complete and thorough	Outstanding organizer	
WORK THOROUGHNESS AND COMPLETENESS	Does not finish task	Occasionally leaves work undone	Able to go ahead on own	Does excellent job	
FOLLOWS DIRECTIONS	Can not begin without a demonstration	Needs directions repeated occasionally	Tries to improve	Follows oral or written directions	
ACCEPTS CRITICISM	Becomes angry when confronted	Reluctantly accepts criticism	Generally sincere	Accepts criticism and makes changes	

COMMENTS:

TEACHER-COORDINATOR EVALUATION

Name of Student _____

Date _____

Work Site _____

Task(s) student is performing:

How he/she seems to be doing:

	Good				
Quality of work:	1	2	3	4	NA
Relations with: peers	1	2	3	4	NA
manager	1	2	3	4	NA
Attitude:	1	2	3	4	NA
Appearance:	1	2	3	4	NA

Comments:

EMPLOYEE EVALUATION REPORT

HOME ECONOMICS/SPECIAL EDUCATION WORK EXPERIENCE

MINOT PUBLIC SCHOOLS

Name of Employee_____ Work Location____

Date of Evaluation_____ Supervisor_____

EMPLOYEE STRENGTHS:

EMPLOYEE WEAKNESSES:

RECOMMENDATIONS:

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